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ABSTRACT

One of a series of annotated bibliographies on aspects of reading as reflected in the ERIC/CRIER data base, Methods of Reading Instruction is designed to provide teachers, researchers, administrators, and reading specialists with an extensive list of references on reading methodology which have been reported from 1959-70. Each of these audiences can use the bibliography for his own purposes, relating the research to his own activities. The bibliography is divided into three major parts: elementary, secondary, and college-adult. Part 1, Elementary School Reading, comprises the major portion of the book, reflecting the preponderance of research done in this area. It is divided into seven sections which deal with general, basal, individualized, language-linguistics, programed, phonics, and artificial orthography programs. Part 2, Junior and Senior High School Reading, is concerned with applications of skills at these levels, with the use of reading in the content areas, and with remedial methods and programs for dropouts. Part 3, College and Adult Reading, contains references to documents dealing with reading programs in colleges and in junior colleges, in the armed services, and business and industry-related groups. Each entry contains a full bibliographic citation and a brief annotation. Ordering information and an author index are included. (MS)

# Methods of Reading Instruction

an annotated bibliography

## by James L. Laffey

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# Methods of Reading Instruction

Compiled by

JAMES L. LAFFEY

Indiana University

March 1971

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**Information on the ERIC System:**

## ERIC and ERIC/CRIER

ERIC is a decentralized, national information system which acquires, abstracts, indexes, stores, retrieves, analyzes, and disseminates significant and timely educational information ERIC's full name is the Educational Resources Information Center, and it is funded through the Bureau of Research, USOE. ERIC was founded to reduce limitations in the identification, transfer, and use of educational information. In short, the major goal of ERIC is to enable school administrators, teachers, researchers, information specialists, professional organizations, graduate and undergraduate students, and the general public to keep up-to-date on research and research-related knowledge in education. ERIC accomplishes this through strengthening existing educational information services and providing additional ones.

Each of the clearinghouses in the ERIC system operates within a specific area of education defined in its "scope" note. ERIC/CRIER's domain of operation includes:

> . . .research reports, materials and information related to all aspects of reading behavior with emphasis on the physiology, psychology, sociology, and teaching of reading. Included are reports on the development and evaluation of instructional materials, curricula, tests and measurements, preparation of reading teachers and specialists, and methodology at all levels; the role of libraries and other agencies in fostering and guiding reading; and diagnostic and remedial services in school and clinic settings.

## Introduction

Pedagogy over the past two decades has subscribed to a variety of approaches for teaching reading. *Methods of Reading Instruction* is a bibliography designed to provide teachers, researchers, administrators, and reading specialists with an extensive list of references on reading methodology including citations which have appeared in the published journal literature during the past twenty years, 1950-1970.

For the purpose of the bibliography, a *reading method* is considered to be a practical approach to reading instruction, and *methodology* is the study of general and specific considerations involved in devising and selecting a method for a particular use. The bibliography can be used by different audiences for different purposes. The beginning teacher can find precise descriptions of specific methods as guides for classroom instruction. The experienced practitioner can locate methodological studies and descriptions of procedures and techniques to provide opportunities for exploring alternative strategies for action research in the classroom. The researcher can find references which reveal the lack of consistent definition of reading methods and also information as to the reasons why other researchers have been unable to control for differences in methods investigations. Also the researcher can find out why methods studies in general cause complex research problems.

The bibliography is divided into three major parts: elementary, secondary, and college and adult reading. One reason for dividing the bibliography into these three parts is to stress the differences as well as the similarities in methodology at these three levels. While the goals of reading instruction at the elementary school level stress teaching the child how to read, reading instruction at the high school and adult levels emphasizes applying reading skills to learning and studying.

In the past, research on reading methodology has focused primarily on the elementary school. Consequently, Part I comprises a major portion of the bibliography. It is divided into sections which deal with general, basal, individualized, language-linguistics, programed, and phonics methods. A final section contains studies of methods which involve artificial orthographies. Because many of the studies deal with comparisons of different types of approaches, the user may need to search more than one section for needed information.

Section 1 of Part I contains references to documents which compare methods and which investigate effects of outside factors (such as personality) on reading ability; which recommend methods for achieving specific purposes, and which describe some remedial reading approaches.

Section 2 of Part I, which concentrates on basal approaches to reading, contains references to comparisons of basal with other programs, discussions of skill development, and descriptions of how to use basal programs effectively. References to documents which define and explain individualizing reading programs and which compare them with other methods are included in Section 3. In Section 4 the contributions of linguistic research to methods of classroom instruction in reading and the use of linguistic knowledge in teaching bilingual and bidialectal students are considered in studies. Methods for using and evaluating programed materials in skill areas are included in the references in Section 5. The role of phonics in reading and the results of instruction in phonics are the subject of documents listed in Section 6. Section 7 of Part I is concerned with the uses of artificial orthographies, principally i.t.a., in the teaching of reading.

There is less research literature available at the junior and senior high school levels than at the elementary level. Research cited in the references included in Part II is concerned with applications of skills at these levels and with the use of reading in the content areas. Reading difficulties and the remedial methods designed to treat them, including programs for prospective dropouts and delinquents, are also treated in documents cited in Part II.

Reading instruction methods designed especially for college students and adults is the focus of citations in Part III. References include documents dealing with reading programs in junior and four-year colleges, in the armed services educational programs, and in business and industry-related groups. These programs sometimes focus on remediation, enrichment, or basic literacy. Special techniques, such as use of tachistoscope or learning from commercial methods, are described as ways in which the purposes of such programs are affected.

Citations in *Methods of Reading Instruction* are arranged alphabetically according to the author's last name within each of the latter two of its three parts and within the seven sections of Part I. The studies included were taken from ERIC/CRIER's data base which is composed of materials selected from published journal literature, dissertations, USOE-sponsored research, and the conference proceedings of the International Reading Association.

Following is a description of the Basic References that compose this data base. Each of these reference sources can be ordered by ED number in microfiche and hard copy reproductions at listed prices from the ERIC Document Reproduction Service (EDRS), 4936 Fairmont Avenue, Bethesda, Maryland 20014. This information follows the title of each reference. (See Appendix for complete EDRS ordering information.) Information on the availability of the documents within each reference is included in the descriptive paragraph.

**ERIC/CRIER Basic References**

**Published Research Literature in Reading, 1900-1949*
(ED 013 970, microfiche $2.00, hard copy $24.90 from EDRS)

**Published Research Literature in Reading, 1950-1963*
(ED 012 834, microfiche $1.50, hard copy $19.90 from EDRS)

**Published Research Literature in Reading, 1964-1966*
(ED 013 969, microfiche $0.75, hard copy $9.10 from EDRS)

These references present citations and annotations of published research literature taken from the annual Summary of Investigations Related to Reading. Complete bibliographic data for all entries are given, and the entries are arranged alphabetically by author in yearly segments. The bibliographies cover the complete reading spectrum from preschool to college and adult years and present research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading. The articles in these references have appeared in the published journal literature and are available in libraries which have good journal collections.

Bibliographies published as part of the *Reading Research Profiles* include material taken from the annual summaries of 1900 to 1969. New articles are incorporated each year as the annual Summary is completed.

**USOE Sponsored Research on Reading*
(ED 016 603, microfiche $0.50, hard copy $5.30 from EDRS)
Covers 1956 through 1965.

**USOE Sponsored Research on Reading, Supplement 1*
(ED 031 606, microfiche $0.50, hard copy $3.50 from EDRS)
Covers 1966 through June 1969.

These references provide a comprehensive review of USOE projects on reading and closely related topics funded by the Bureau of Research since its inception in 1956. Each entry includes citation data, index terms, and a descriptive abstract of the contents of the documents. (Supplement 1 uses index terms only.) Individual documents are available from EDRS; complete information on microfiche and hard copy prices is included with each entry, along with the ED number necessary for ordering.

**Recent Doctoral Dissertation Research in Reading*
(ED 012 693, microfiche $1.00, hard copy $11.05 from EDRS)
Covers 1960 to 1965.

**Recent Doctoral Dissertation Research in Reading, Supplement 1*
(ED 028 055, microfiche $0.75, hard copy $9.00 from EDRS)
Covers 1966 to 1968.

*Recent Doctoral Dissertation Research in Reading, Supplement 2*
(ED 035 793, microfiche $0.50, hard copy $5.25 from EDRS)
Covers July 1968 through 1969.

These bibliographies list dissertations completed in colleges and universities in the areas of preschool, elementary, secondary, college, and adult reading. Relevant issues of *Dissertation Abstracts* were reviewed, and dissertations on reading were selected. Information on the procedures, design, and conclusions of each investigation is given in the abstract. Each entry includes complete bibliographic data and is listed alphabetically by author.

Copies of the documents in these references can be ordered from University Microfilms, Ann Arbor, Michigan, in positive microfilm or hardbound xerographic form. (See Appendix for complete ordering information)

*International Reading Association Conference Proceedings Reports on Elementary Reading*
(ED 013 197, microfiche $4.25, hard copy $56.85 from EDRS)

This basic reference lists the important papers published in the yearly conference proceedings of the International Reading Association in elementary reading from 1960 to 1966. The complete text of each paper is provided, and the 345 papers are presented within 16 subject categories. The documents in this reference can be ordered only as a complete unit.

*International Reading Association Conference Proceedings Reports on Secondary Reading*
(ED 013 185, microfiche $2.25, hard copy $30.70 from EDRS)

This companion volume to the preceding reference lists the important papers on junior and senior high school reading published in the yearly conference proceedings of the International Reading Association from 1960 to 1966. The complete text of each paper is provided, and the 180 papers are presented within 12 subject categories. The documents in this reference can be ordered only as a complete unit.

*Indexes to ERIC/CRIER Basic References*
(ED 030 004, microfiche $1.75, hard copy $21.95 from EDRS)
Covers 1950 to June 1967.

This reference tool provides indexes to ERIC/CRIER Basic References by broad subject, grade level, and author. The broad subjects are defined with descriptive phrases chosen from the documents.

## Part I
## Elementary School Reading

The preponderance of information on reading methods is concerned with the elementary school. Entries in Part I are divided into sections which deal with general, basal, individualized, language-linguistics, programed, phonics, and artificial orthography programs. Because many of the studies deal with comparisons of different types of approaches, a thorough utilization of this bibliography requires examining more than one section for desired information. Section 1 contains references to documents which compare methods, investigate effects of outside factors such as personality, recommend methods for achieving specific purposes, and describe remedial reading approaches. Section 2, which concentrates on basal approaches to reading, contains references to comparisons of basal with other programs, discussions of skill development, and descriptions of how to effectively use basal programs. References to documents which define and explain individualized reading programs and compare them with other methods are included in Section 3. In Section 4 the contributions of linguistic research to methods of classroom instruction in reading and the use of linguistic knowledge in teaching bi-lingual and bi-dialectal students are emphasized in studies. Methods for using and evaluating programed materials in skill areas are included in the references in Section 5. The role of phonics in reading and the results of instruction in this area are the subjects of documents listed in Section 6. Section 7 is concerned with the uses of artificial orthographies, principally i.t.a., in the teaching of reading.

### Section 1: General

**Ace, P. W.** "A Remedial Teaching Scheme: Introducing a New Reading Method," *British Journal of Educational Psychology,* 26 (November 1956) 191-93.

Compares the efficiency of two methods with poor readers: (a) a combination of the "look and say" sentence and phonic approach and (b) the Moxon method which begins with the vowel, builds up the rest of the word to its right, and then adds the initial sound.

**Anderson, Irving H.; Hughes, Byron O.; and Dixon, W. Robert.** "The Relationship Between Reading Achievement and the Method of Teaching Reading," *The University of Michigan, School of Education Bulletin,* 27 (April 1956) 104-08.

Compares the time at which 211 pupils in the University Elementary School of the University of Michigan and 434 pupils in neighboring public schools attain a reading age of 84 months, and explains the differences in terms of the varying methods used.

## Elementary School Reading

**Arnold, Richard D.** "Four Methods of Teaching Word Recognition to Disabled Readers," *Elementary School Journal,* 68 (February 1968) 269-74.

Compares four methods of instruction in word recognition with 12 delinquent boys, ages 11 to 16, who were disabled readers.

**Bateman, Barbara.** "The Efficacy of an Auditory and a Visual Method of First Grade Reading Instruction with Auditory and Visual Learners," *Perception and Reading,* Helen K. Smith, Ed. International Reading Association Conference Proceedings, 12, Part 4 (1968) 105-12.

Involves four control and four experimental classrooms totaling 182 pupils in a study which explored the efficacy of an auditory approach compared with a visual approach to first-grade reading.

**Bedell, Ralph and Nelson, Eloise Schott.** "Word Attack as a Factor in Reading Achievement in the Elementary School," *Educational and Psychological Measurements,* 14 (Spring 1954) 168-75.

Reports the results of a controlled experiment in which training in word attack (meaning, visual characteristics, sound elements) was given to fourth-, fifth-, and sixth-grade girls with above average intelligence for 30 minutes a day for 15 days.

**Bliesmer, Emery P. and Yarborough, Betty H.** "A Comparison of Ten Different Beginning Reading Programs in First Grade," *Phi Delta Kappan,* 10 (June 1965) 500-04.

Compares the results of a reading test given to 484 children in 20 first-grade classes after receiving 10 different initial reading programs.

**Bloomer, Richard H.** "Reading Methodology: Some Alternative Organizational Principles," *The Reading Teacher,* 14 (January 1961) 167-71.

Presents a comparative study of achievement in beginning reading in which the unit was the letter vs. the word and the word length vs. the frequency of occurrence of words.

**Boehm, Charles H.** "Reading Today for Living in the 1980's," *Reading as an Intellectual Activity,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 8 (1963) 20-26.

Urges educators to gear their present reading programs to meeting the challenge of the 80's, "Free Time."

**Bond, Guy L. and Dykstra, Robert.** "The Cooperative Research Program in

First-Grade Reading Instruction," *Reading Research Quarterly,* 2 (Summer 1967) 5-126.

Presents the details, procedures, and major conclusions reached after the analysis of the data from the 27 individual studies comprising the cooperative research program in first-grade reading instruction.

**Carlton, Lessie.** *A Report on Self-Directive Dramatization in the Regular Elementary School Classroom and Relationships Discovered with Progress in Reading Achievement and Self-Concept Changes.* 152 p. (Ed.D., University of Houston, 1963) *Dissertation Abstracts,* 24, No. 8, 3142. Order No. 64-1521, microfilm $2.75, xerography $7.20 from University Microfilms.

Concludes, through the use of pretest achievement and IQ tests, that self-directive dramatization in grades 2 through 6 produced permanent improvement in reading and self-concept.

**Chall, Jeanne.** "Different Approaches to Beginning Reading," *Reading as an Intellectual Activity,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 8 (1963) 250-54.

Presents an outline of the initial stages of a research study investigating different methods of teaching beginning reading.

**Chall, Jeanne and Feldmann, Shirley.** "First Grade Reading: An Analysis of the Interactions of Professed Methods, Teacher Implementation and Child Background," *The Reading Teacher,* 19 (May 1966) 569-75.

Reports findings in an exploratory study of interrelations among pupil readiness, method (either decoding or meaning emphasis) and teacher implementation of that method using 14 teachers and their 12 classes as subjects.

**Cleland, Donald L.** "Methods of Teaching Reading in the Primary Grades," *Challenge and Experiment in Reading,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 7 (1962) 30-33.

Analyzes the many methods of teaching reading stressing the importance of the teacher in any approach.

**Cohen, Dorothy H.** "The Effect of Literature on Vocabulary and Reading Achievement," *Elementary English,* 45 (February 1968) 209-13, 217.

Compares end-of-year reading achievement and vocabulary for two groups of 285 socially disadvantaged second graders who were divided into an experimental group which had one of 50 books read to them every day of the school year and a control group.

**Crosby, Muriel.** "Building More Effective Reading Programs Through Storytelling and Creative Dramatics," *New Frontiers in Reading,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 5 (1960) 127-28.

Discusses how vocabulary building, language sensitivity, and thinking are fostered by storytelling and creative dramatic activities.

**Cutts, Warren.** "New Approaches to Reading for Young Children," *Reading as an Intellectual Activity,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 8 (1963) 39-43.

Discusses the three areas of fermentation in reading today: reading at a younger level, return to past practices, and reexamination of instruction and methods.

**Darling, Richard L.** "Bringing Readers and Books Together Successfully Through Storytelling," *Reading as an Intellectual Activity,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 8 (1963) 166-68.

Suggests that storytelling can be a vital avenue for introducing children to good reading experiences.

**Dechant, Emerald.** "Why an Eclectic Approach in Reading Instruction?" *Vistas in Reading,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 11, Part 1 (1966) 28-32.

Explains how individualizing and personalizing instruction results in more successful learning of reading.

**Della-Piana, Gabriel.** "Teaching Beginning Reading in Other Countries," *Elementary English,* 41 (March 1964) 251-61.

Presents a summary and criticism of some selected experimental studies in beginning reading in England, Scotland, Sweden, and Puerto Rico.

**Durr, William K.** "Types of Activities in a Well Balanced Program," *Reading and Inquiry,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 10 (1965) 130-31.

Suggests that a well balanced reading program includes skill development and content reading.

**Durrell, Donald D., *et al.*** "Success in First Grade Reading," *Journal of Education,* 140 (February 1958) 1-8.

Presents the results of a detailed study extending throughout a school year and

involving over 2,000 first-grade children to determine the conditions and services which produce high achievement and eliminate unnecessary failure in reading.

**Early, Margaret J.** "Through Methods and Materials," *New Frontiers in Reading,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 5 (1960) 40-44.

Discusses lecture-demonstration methods in team teaching and materials, beginning with the single textbook and progressing to differentiated instruction.

**Elkind, David and Deblinger, Jo Ann.** "Perceptual Training and Reading Achievement in Disadvantaged Children," *Child Development,* 40 (March 1969) 11-19.

Compares the reading achievement of 54 second-grade inner-city Negro pupils on premeasures and post-measures of reading achievement and perceptual ability after 45 half-hour sessions with either a series of nonverbal perceptual exercises or exercises based on a commercial reading program.

**French, Richard.** "Changing Concepts of Reading Instruction in the Development of Basic Skills," *Changing Concepts of Reading Instruction,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 6 (1961) 39-41.

Stresses the need for better understanding of the reading process, increased skill in diagnosing pupil needs, and basing the instructional program on pupil needs.

**Gans, Roma.** "The Effect of Current Emphases on Beginning Reading Materials and Methods on the Recognition of Individual Differences," *Combining Research Results and Good Practice,* Mildred A. Dawson, Ed. International Reading Association Conference Proceedings, 11, Part 2 (1966) 15-18.

Emphasizes and questions current publicity on early reading, specific reading approaches, and new materials.

**Gardner, George R.** "Programming Instruction to Meet Individual Differences," *Vistas in Reading,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 11, Part 1 (1966) 150-53.

Attempts to offer a rationale for the position that the educator's task is to seek to use new ideas and techniques flexibly, effectively, and professionally, in the best interest of their students.

**Goodacre, E. J.** *Reading in Infant Classes: A Survey of the Teaching Practice and Conditions in 100 Schools and Departments.* (London, England: National Foundation for Educational Research in England and Wales, 1967) 130 p.

Surveys methods of teaching reading, reading materials used, and reading attainment in 100 schools as reported by heads and reception class teachers in 1959.

**Grant, Eugene B.** "Building Rapport with the Disadvantaged," *Improvement of Reading Through Classroom Practice,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1964) 173-74.

Stresses development of mutual respect through understanding, recognition of limitations, classroom atmosphere, and appropriate materials.

**Gunn, M. Agnella.** "A Different Drummer," *Reading as an Intellectual Activity,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 8 (1963) 160-63.

Stresses need for building reading tastes as soon as reading begins along five levels of instruction.

**Guszak, Frank J.** "Teacher Questioning and Reading," *The Reading Teacher,* 21 (December 1967) 227-34.

Explores the state of reading-thinking skills development occurring in reading groups in a total of 12 classes at the second-, fourth-, and sixth-grade levels.

**Harris, Theodore L.** "Some Issues in Beginning Reading Instruction," *Journal of Educational Research,* 56 (September 1962) 5-19.

Presents a rationale for a meaning-discrimination approach to beginning reading (as opposed to meaning-first or discrimination-first) by relating this approach to the reading act, the nature of learning, and research evidence.

**Harvilla, Lorraine.** "A Reading Program for Six-, Seven-, and Eight-Year-Olds," *Improvement of Reading Through Classroom Practice,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1964) 94-95.

Develops a five-point reading plan for 6-, 7-, and 8-year-olds describing organization, skills, conferences, overviews, and sharing by children.

**Hester, Kathleen B.** "Classroom Problems in the Teaching of Reading," *Elementary School Journal,* 54 (October 1953) 84-87.

Summarizes responses of approximately 800 elementary-school educators to three questions concerned with the following: (1) changes in schools responsible for today's problems in reading instruction, (2) problems causing greatest difficulty, and (3) those problems with which help is most needed.

**Horrocks, Edna M.** "Extending Reading Skills in a Large City School System," *Changing Concepts of Reading Instruction,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 6 (1961) 58-61.

Reviews a kindergarten experiment as well as discusses the Whole Book Discussion technique and improvement of reading skills of regular and in-migrant pupils.

**Humphrey, Jack W.** "Well-Rounded Reading Experiences," *Reading and Inquiry,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 10 (1965) 420-22.

Describes a reading program including content, materials, and class size.

**Jan-Tausch, James.** "Classroom Application of Clinical Findings," *Improvement of Reading Through Classroom Practice,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1964) 148-49.

Stresses the necessity of translating clinical discoveries into classroom practicality and terminology.

**Karbal, Harold T.** "A Principal Looks at Reading Instruction," *Reading and Inquiry,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 10 (1965) 489-91.

Sees the principal as responsible for all aspects of the school curriculum including reading.

**Keislar, Evan R. and McNeil, John D.** "Oral and Non-Oral Methods of Teaching Reading," *Educational Leadership,* 25 (May 1968) 761-64.

Investigates whether oral responses versus responses without overt speech during instruction facilitates silent reading recognition and understanding of words taught of 92 5- and 6-year olds.

**MacDonald, James B.** "Beginning Reading Research–A Reflection of Social Reality," *Educational Leadership,* 22 (March 1965) 441-47.

Presents and overview and a list of the 27 cooperative research grants for beginning reading studies sponsored by the United States Office of Education.

**McCullough, Constance M.** "Differentiating Instruction to Provide for the Needs of Learners: Through Methods and Materials," *New Frontiers in Reading,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 5 (1960) 32-36.

Poses questions and answers teachers may use in evaluating self-teaching devices, individualized reading materials and basal readers.

**McDonald, Christina R.** "Language Development Through Literature: A Program for Young Spanish-Speaking Children," *California English Journal,* 3 (Spring 1967) 31-46.

Compares growth in language skills including vocabulary for 56 Spanish-speaking preschoolers taught by an experimental literature approach and 52 pupils in a traditional control group.

**Monroe, Marion.** "Day by Day Planning for Success in Reading," *Vistas in Reading,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 11, Part 1 (1966) 159-61.

Follows the thinking process of a teacher as she might analyze materials and plan instructional procedures.

**Murphy, Helen A.** "A Balanced First Grade Reading Program," *Challenge and Experiment in Reading,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 7 (1962) 33-36.

Makes recommendations for a balanced reading program discussing readiness, phonics, word analysis, testing, and basal reader series.

**Nason, Harold M.** "Using the Multi-Media in Building Reading Power," *Improvement of Reading Through Classroom Practice,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1964) 134-35.

Discusses different facets of multi-media and offers suggestions for making the approach more successful.

**Purcell, Barbara A.** "Methods of Teaching Reading: A Report of a Tri-State Survey," *Elementary School Journal,* 57 (May 1958) 449-53.

Summarizes responses from representatives of 210 counties in Ohio, Pennsylvania, and West Virginia to a questionnaire relating to the methods used in teaching reading in grades 1 to 6 inclusive.

**Ramsey, Wallace.** "An Evaluation of Three Methods of Teaching Sixth Grade Reading," *Challenge and Experiment in Reading,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 7 (1962) 151-53.

Illustrates that the teacher is probably more influential to the child's learning than method or material.

**Sheldon, William D.** "Differentiating Instruction to Provide for the Needs of Learners: Through Organizational Practices," *New Frontiers in Reading,* J. Allen

Figurel, Ed. International Reading Association Conference Proceedings, 5 (1960) 23-26.

Discusses types of classroom organization which facilitate the development of a well integrated and sequential reading program.

**Smith, Nila Banton.** "Differentiating Instruction to Provide for the Needs of Learners: Through Methods and Materials," *New Frontiers in Reading,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 5 (1960) 26-29.

Reviews reading methods and materials for use in differentiating instruction and points out three approaches teachers may use in assessing this diversity.

**Spiegler, Charles G.** "As the Bee Goes to the Flower for its Nectar," *Reading as an Intellectual Activity,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 8 (1963) 155-59.

Attempts to bridge the gap between the advantaged and the disadvantaged through the power of positive reading, using all possible motivational forces.

**Wilson, Rosemary Green.** "Changing Concepts of Reading Instruction in the Development of Basic Skills," *Changing Concepts of Reading Instruction,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 6 (1961) 45-48.

Presents a brief background of the development of reading instruction and discusses the organization, approaches, and materials of the reading program.

**Wirthlin, Lenore.** "Practical Activities for Classroom Teachers–Grades 4 Through 6," *Vistas in Reading,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 11, Part 1 (1966) 340-41.

Suggests special teaching methods and materials to foster success in the mastery of the skills of listening, speaking, reading, and writing.

**Witham, Anthony P.** "Reading Programs in the Elementary Grades," *Reading and Inquiry,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 10 (1965) 415-18.

Analyzes current ventures in elementary reading programs and discusses underlying principles of format and content.

**Wolfe, Josephine B.** "Changing Concepts of Reading Instruction in the Development of Basic Skills," *Changing Concepts of Reading Instruction,* J. Allen Figurel,

**Elementary School Reading**

Ed. International Reading Association Conference Proceedings, 6 (1961) 32-35.

Answers questions pertaining to kinds of basic skills to be taught, knowing skill needs of individuals, effective approaches to reading instruction, and teaching methods to be used.

## Section 2: Basal and/or Basic Reading

**Aaron, I. E.** "Using Basal Materials Effectively," *Improvement of Reading Through Classroom Practice,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1964) 73-74.

Offers 21 guides for effective use of basal readers, stressing that complete dependence upon them is harmful.

**Betts, Emmett Albert.** "The Place of Basic Reading Instruction," *New Frontiers in Reading,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 5 (1960) 144-49.

Considers basic reading instruction in regard to: goals, systematic sequences, materials, and methods and the relationship between reading instruction and a pupil's competency in other areas of the curriculum; and probes into undeveloped areas of reading instruction.

**Bordeaux, Elizabeth Ann and Shope, N. H.** "An Evaluation of Three Approaches to Teaching Reading in First Grade," *The Reading Teacher,* 20 (October 1966) 6-11.

Compares preinstruction and post-instructional scores on measures including reading achievement for pupils taught reading by means of: (1) a basal reader approach (10 classrooms), (2) a basal reader plus intensive phonics (nine classrooms), or (3) a basal reader plus intensive phonics plus sensory experience (nine classrooms).

**Canan, Edwin Earl.** *A Comparative Study of a Multi-Basal and a Limited-Single-Basal Approach to Reading Instruction in Grade One.* 227 p. (Ed.D., University of Pittsburgh, 1964) *Dissertation Abstracts,* 26, No. 1, 152-53. Order No. 65-7037, microfilm $3.00, xerography $10.35 from University Microfilms.

Tests the effects of the multibasal reading approach on reading ability and attitudes of 460 first graders, and reveals the superiority of this approach for silent and oral reading and for fostering positive attitudes.

**Carlton, Lessie and Moore, Robert H.** *A Study of the Effects of Self-Directive Dramatization on the Progress in Reading Achievement and Self-Concept of Culturally Disadvantaged Elementary School Children.* 83 p. (CRP-S-190, Illinois State University, Normal, 1965) ED 003 692, microfiche $0.50, hard copy $4.25 from EDRS.

Discusses superior effectiveness of self-directive dramatization reading techniques as opposed to basal reader instruction in producing greater achievement and improved self-image for disadvantaged children in grades 1 through 4 in two schools as shown by a study with experimental and control groups.

**Criscuolo, Nicholas P.** "Enrichment and Acceleration in Reading," *Elementary School Journal,* 68 (December 1967) 142-46.

Compares the effect of acceleration and enrichment, used in a basal reading program, on the reading achievement of 87 third graders from two different socioeconomic backgrounds.

**Cruickshank, W. and Flowers, John F.** "Whitby-Ajax-Pickering Reading Survey and the New Castle Reading Method," *Ontario Journal of Educational Research,* 5 (Spring 1963) 97-112.

Comparisons were made between reading achievement in three schools using a text-film method of teaching reading and two adjacent school systems using a conventional approach; achievement differences were tested at each of grades 1 through 4.

**Dodds, William G., Jr.** "Words in Color and Basal Readers: A Follow-Up Study of Two Beginning Reading Programs," *Ohio Reading Teacher,* 3 (October 1968) 8-11.

Compares reading and spelling test scores in a followup study of 38 experimental and control pupils in grade 3 who had been introduced to reading in kindergarten through one of two approaches.

**Durrell, Donald D.,** *et al.* "Adapting Instruction to the Learning Needs of Children in the Intermediate Grades," *Journal of Education,* 142 (December 1959) 1-78.

Summarizes the results of four cooperative doctoral studies which aimed to check the assumption that learning, including progress in reading, is most effective when it is adapted to the learning needs of children (803 pupils in grades 4, 5, and 6).

**Floyd, Cecil.** "Meeting Children's Reading Needs in the Middle Grades: A Preliminary Report," *Elementary School Journal,* 55 (October 1954) 99-103.

Reports the results at the end of a 4 month's period of an experiment in which all

pupils in the fourth, fifth, and sixth grades of a city elementary school were organized into groups on the basis of their achievement in reading for purposes of basic instruction in that subject.

**Gaudette, R. Dean.** *A Comparison of Three Different Methods of Teaching Reading in the Elementary School.* 63 p. (Ed., Washington State University, 1965) *Dissertation Abstracts,* 26, No. 1, 221-22. Order No. 65-7700, microfilm $3.00, xerography $3.60 from University Microfilms.

Appraises effects of Science Research Associate's Multilevel Readers, Controlled Readers, and the Developmental Reading Approach on the comprehension of 1,200 third and fifth graders, and finds no significant differences in comparison with the control group, although there was progressive decrease in gains with each study period.

**Gold, Hyman.** *A Comparison of Two First Grade Reading Programs.* 179 p. (Ed.D., University of Southern California, 1964) *Dissertation Abstracts,* 25, No. 6, 3322. Order No. 64-13,498, microfilm $2.75, xerography $8.20 from University Microfilms.

Finds that the reading ability of 100 first graders taught by the Basal Reading Program did not differ significantly from that of 100 first graders taught by the Economy Reading Program.

**Harris, Albert J. and Serwer, Blanche L.** *Comparison of Reading Approaches in First-Grade Teaching with Disadvantaged Children.* (The Craft Project) 151 p. (CRP-2677, City University of New York, Div. of Teacher Education, 1966) ED 010 037, microfiche $0.75, hard copy $7.55 from EDRS.

Reveals that experiments with 1,150 disadvantaged first graders show that the basal reader method of reading instruction, supplemented by the skills-centered approach, is superior to basal readers with phonovisual word recognition or to two language experience methods, one used with audiovisual aids.

**Harris, Albert J. and Serwer, Blanche L.** "The CRAFT Project: Instructional Time in Reading Research," *Reading Research Quarterly,* 2 (Fall 1966) 27-56.

Analyzes relationships between pupi' achievement on standardized reading tests and teachers' use of time in reading and reading-supportive activities in each of four teaching methods utilized in a total of 47 first-grade classes.

**Hayes, Robert B. and Nemeth, Joseph S.** *An Attempt to Secure Additional Evidence Concerning Factors Affecting Learning to Read.* 54 p. (CRP-2697, Pennsylvania State Department of Pub. Instr., Harrisburg, 1965) ED 003 360, microfiche $0.25, hard copy $2.70 from EDRS.

Compares four methods of first-grade reading instruction: eclectic whole-word, phonics, whole-word phonics, and language arts using the Initial Teaching Alphabet (i.t.a.), and concludes that phonics and i.t.a. gave faster starts, followed by a diminished lead, and that the effectiveness of the methods was influenced by pupil ability, parents, books in the home, and teacher ability.

**Hayes, Robert B. and Wuest, Richard C.** *Factors Affecting Learning to Read.* 162 p. (BR-5-0572, CRP-3124, Pennsylvania State Department of Public Instruction, Harrisburg, December 1966) ED 010 615, microfiche $0.75, hard copy $8.10 from EDRS.

Compares the effectiveness of whole-word ability grouping, whole-word ability grouping plus a phonics workbook, a phonics whole-class approach, and the Initial Teaching Alphabet ability grouping for second graders who had followed the same program in first grade; and concludes that all but the first method produced higher than expected reading scores.

**Himmler, Merwin L.** "An Analysis and Evaluation of a Television Demonstration of the Teaching of Fifth-Grade Reading, Arithmetic, and French," *Pittsburgh Schools,* 31 (March-June 1957) 129-86.

Describes the methods used and the evaluation of a television demonstration extending throughout a school year and involving 20 television classes and 19 non-television classes with 343 pairs of matched pupils in reading.

**Humphrey, James H.** "The Active Game Learning Approach in the Reinforcement of Reading Skills," *Journal of Special Education,* 1 (Summer 1967) 369-73.

Examines how well eight reading skills can be reinforced with 30 fourth-grade children through the active game learning medium as compared to traditional approaches (language workbook, dictionary, and prepared ditto sheets).

**Jeffrey, W. E. and Samuels, S. J.** "Effect of Method of Reading Training on Initial Learning and Transfer," *Journal of Verbal Learning and Verbal Behavior,* 6 (June 1967) 354-58.

Compares transfer of training to new words for three groups (20 kindergartners in each): a single-letter trained group (phonic), a word trained group (look-say), and a control group.

**Jetton, Trula Maud.** "The Basal Readers, a Tool for Meeting Individual Differences," *Improvement of Reading Through Classroom Practice,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1964) 72-73.

Encourages the skillful, thoughtful use of basal readers as well-defined ladders of skills which help the teachers provide for individual differences.

**Lane, Kenneth Boyd:** *A Description, Analysis and Evaluation of Three Approaches to the Teaching of Reading.* 189 p. (Ed.D., North Texas State University, 1963) *Dissertation Abstracts,* 25, No. 2, 1048-49. Order No. 64-5180, microfilm $2.75, xerography $8.60 from University Microfilms.

Describes the basic reading, individualized reading, and language experience approaches as tested on 1,274 students in grades 1 through 6, and concludes from data of three different testing periods that none of the approaches yielded more achievement or better attitudes than the others.

**Lapray, Margaret and Ross, Ramon.** *Comparison of Two Procedures for Teaching Reading to Primary Children with Visual Perception Difficulties.* 33 p. (CRP-S-138, San Diego State College, Calif., 1965) ED 003 695, microfiche $0.25, hard copy $1.65 from EDRS.

Finds that special activities, such as picture coloring, produced no better gains for a group of disadvantaged first and second graders with visual perception problems than those made by a similar group taught by conventional methods.

**MacDonald, James B.,** *et al. An Experimental Study of the Group Versus the One-to-One Instructional Relationship in First Grade Basal Reading Programs.* 55 p. (CRP-2674, University of Wisconsin, Madison Campus, School of Education, 1966) ED 010 330, microfiche $0.25, hard copy $2.85 from EDRS.

Asserts that pretests and post-tests reveal no significant differences in achievement, anxiety, or teacher knowledge of pupil achievements between 10 experimental groups of first graders taught reading by the one-to-one method and 10 control groups using the basal reading three-group method, although experimental groups showed better attitudes towards reading and different friendship choices.

**Manning, John C.** *Evaluation of Levels-Designed Visual-Auditory and Related Writing Methods of Reading Instruction in Grade One.* 149 p. (CRP-2650, University of Minnesota, Minneapolis, 1966) ED 010 030, microfiche, $0.75, hard copy $7.45 from EDRS.

Evaluates the effectiveness of three methods of first-grade reading instruction: (1) the instructional procedures outlined in the Ginn basic reading series; (2) a levels-designed program stressing early intensive letter readiness activities followed by experimental procedures for teaching word recognition, phrase reading, and oral and silent reading skills; and (3) reading procedures similar to (2) but implemented and supplemented by a 10-level writing program, and concludes, after testing 958 first graders, that the third type of instruction is most effective.

**Mason, George E.** "Word Recognition Practice: Basal vs. Phonics Programs,"

*Improvement of Reading Through Classroom Practice,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1966) 309-10.

Compares suggested practices in word recognition from eight leading basal readers.

**McCanne, Roy.** *A Study of Approaches to First-Grade English Reading Instruction for Children from Spanish-Speaking Homes.* 270 p. (CRP-2734, State Dept. of Education, Denver, Colorado, 1966) ED 010 380, microfiche $1.25, hard copy $13.50 from EDRS.

Reports tentative changes in hypothesis that the basal, second language, and language-experience reading methods would produce no differences when tested on Spanish-speaking first graders, because the basal method yielded better readiness, word recognition, attitudes, and general achievement, while basal and second language were better for vocabulary and comprehension and second language and language-experience were better for writing.

**McCreary, Anne Phillips.** "A Study of Association, Reinforcement, and Transfer in Beginning Reading," *Journal of Experimental Education,* 31 (March 1963) 285-90.

Compares experimental groups of grade 1 pupils reading at preprimer level in the basal reading program to which materials were added designed to improve association, reinforcement, and transfer with control groups using only basal reading materials.

**Murphy, Helen A.** "Growth in Perception of Word Elements in Three Types of Beginning Reading Instruction," *The Reading Teacher,* 19 (May 1966) 585-89.

Compares achievement on several reading tests for three treatment groups of 10 classes each.

**Murphy, Helen A.** *Reading Achievements in Relation to Growth in Perception of Word Elements in Three Types of Beginning Reading Instruction.* 114 p. (CRP-2675, Boston University, Mass., 1965) ED 003 478, microfiche $0.50, hard copy $5.70 from EDRS.

Concludes after testing in 30 first-grade classrooms that: (1) the gradual phonics approach to reading increases sight vocabulary, (2) the speech-to-phonics program results in higher reading and spelling achievement, and (3) speech-to-phonics emphasizing writing results in more writing and better spelling.

**Neville, Mary.** "Methods of Teaching Reading to Beginners," *Alberta Journal of Educational Research,* 12 (June 1966) 131-39.

Compares accuracy of word perception and comprehension for three matched

groups of 31 first graders after each subject was exposed to a 102-word passage in one of three experimental conditions, and had read the passage orally.

**Niles, Olive S.** *Evaluation of Three Methods of Teaching First Grade Reading to Children Likely to Have Difficulty with Reading.* 107 p. (CRP-2702, Massachusetts State Department of Education, Boston; Spons Agency–Office of Education, Washington, D.C., 1965) ED 027 165, microfiche $0.50, hard copy $5.45 from EDRS.

Reports a study of the effectiveness of three reading methods on low ability students, finding that the use of Houghton Mifflin materials plus tradebooks was more effective than either a regular basal program or remedial teacher time spent with the low subgroups and that the combination of special materials and remedial teacher time was more effective than either method by itself.

**Reid, Hale C. and Beltramo, Louise.** "Teaching Reading to the Low Group in the First Grade," *The Reading Teacher,* 19 (May 1966) 601-05.

Describes how a battery of standardized and specially constructed tests was administered, at the beginning, in the middle, and at the end of the first-grade year, to 424 children in 51 classes assigned to be taught by one of seven methods of beginning reading instruction.

**Robinson, Joanne A.** *Project Literacy, Summary of First Grade Study, 1965-1966.* 123 p. (OEC-6-10-028, 1966) ED 011 589, microfiche $0.50, hard copy $6.15 from EDRS.

Reveals that most of a heterogeneous group of 23 first graders learned to read above level when exposed to a literate classroom environment including such things as electric typewriters, crossword puzzles, tape recorders, and trade books.

**Robinson, R. E.** *First-Grade Reading Instruction.* 47 p. (CRP-2874, Asheville City Schools, N.C., 1966) ED 010 171, microfiche $0.25, hard copy $2.35 from EDRS.

Uses the Metropolitan Readiness Test in various first-grade classes to examine the null hypothesis that there would be no significant differences in change of reading achievement over several groups, and finds that recent teacher training has no effect on the achievement of Continuous Progress Program pupils, and that Head Start pupils compete successfully with other first graders.

**South Peel Board of Education (Toronto Township, Canada) Public School Staff.** "The Relative Effectiveness of Two Methods of Teaching Reading to Immature Pupils," *Ontario Journal of Educational Research,* 5 (Autumn 1962) 17-25.

Describes a pilot study of 11 matched pairs of pupils in the lowest stream of grade

1 to determine the relative effectiveness of the text-film versus the approach customarily used in the teaching of beginning reading.

**Sperry, Florence.** "The Relationship Between Patterns of Reading Instruction and Reading Achievement in the Primary Grades," *Changing Concepts of Reading Instruction,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 6 (1961) 87-89.

Identifies, analyzes, and determines the relative effectiveness of the basal text approach and the individualized reading approach.

**Talbert, Dorothy G. and Merritt, C. B.** "The Relative Effectiveness of Two Approaches to the Teaching of Reading in Grade V," *The Reading Teacher,* 19 (December 1965) 183-86.

Compares 18 fifth-grade classes which were assigned to either a basal reading program or to a combination of a self-selection with a basal reading program on attitude, achievement, and amount of reading.

**Tanyzer, Harold J. and Alpert, Harvey.** *Effectiveness of Three Different Basal Reading Systems on First Grade Reading Achievement.* 138 p. (CRP-2720, Hofstra University, Hempstead, N.Y., 1965) ED 003 485, microfiche $0.75, hard copy $6.90 from EDRS.

Discovers that the analytic approach of the Lippincott basic reading series and of the Initial Teaching Alphabet produce significantly higher vocabulary and spelling achievement when tested on 650 first graders than did the Scott-Foresman new basic readers series.

**Tanyzer, Harold J. and Alpert, Harvey.** "Three Different Basal Reading Systems and First Grade Teaching Achievement," *The Reading Teacher,* 19 (May 1966) 636-42.

Reports performance on achievement tests administered to 643 first graders in 17 classes using one of three basal reading systems and discusses predictive validity of each of four pretests administered.

**Thatcher, David A. and Parker, Cecil J.** *Comparison of Two Methods of Teaching Reading in Grades 5 and 6.* 158 p. (CRP-S-183, California University, Berkeley, 1965) ED 003 708, microfiche $0.75, hard copy $7.90 from EDRS.

Finds that children selected from 30 classes of fifth and sixth graders and taught by the individualized reading method read more books than did those from the same group taught by the basal reading approach; but there was no significant difference between the effects of these methods in problem solving or creativity.

**Ungaro, Daniel.** "The Split-Vu Reading Program: A Follow-Up," *Elementary English,* 42 (March 1965) 254-57, 260.

Reports reading achievement of 140 first graders taught in an approach emphasizing visual procedures and split into morning instruction and afternoon instruction.

**Urquhart, Donald.** "Using the Basal Readers as a Springboard to Library Reading," *Improvement of Reading Through Classroom Practice,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1964) 197.

Presents four points to be kept in mind when moving from a directed reading activity based on a selection from a basal reader to the followup stage which involves the use of library books.

**Vilscek, Elaine C. and Cleland, Donald L.** *Comparison of the Basal and the Co-ordinated Language Experience Approaches in First Grade Reading Instruction.* 239 p. (CRP-2729, Pittsburgh University, Pennsylvania, 1964) ED 012 687, microfiche $1.00, hard copy $9.56 from EDRS.

Analyzes the performance of approximately 500 pupils taught by the basal language arts approach and the integrated experience approach to communication on a battery of reading tests, noting differences in scores according to method, socio-economic background, sex, and age levels.

**Wall, R. C.** "A Comparative Study of Two First Grade Reading Programs," Illinois School Research, 3 (n.m. 1967) 28-31.

Compares end-of-year reading achievement scores for two 24-pupil classes, one of which had received traditional basal reader instruction and one of which had received instruction stressing sound-symbol relationships.

## Section 3: Individualized Reading

**Adams, Phylliss Stevens.** *An Investigation of an Individualized Reading Program and a Modified Basal Reading Program in First Grade.* 357 p. (ED.D., University of Denver, 1962) *Dissertation Abstracts,* 23, No. 3, 945. Order No. 62-4570, microfilm $4.60, xerography $16.20 from University Microfilms.

Relates findings from five different tests on eight experimental first-grade classes that revealed a modified basal approach develops superior word recognition, silent and oral reading, and comprehension, whereas individualized reading develops better sight vocabulary, phonics, attitudes, interest, and work-study habits.

**Barbe, Walter B.** "Selection of Reading Material for an Individualized Reading Program," *Improvement of Reading Through Classroom Practice,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1964) 195.

Examines the need for and a definition of individualized reading and discusses criteria for material selection.

**Blakely, W. Paul and McKay, Beverly.** "Individualized Reading as Part of an Eclectic Reading Program," *Elementary English,* 43 (March 1966) 214-19.

Analyzes the responses of 111 teachers to a questionnaire designed to discover what means are being used to supplement a basal reader program with individualized instruction in grades 4, 5, and 6.

**Burrows, Alvina Treut.** "Building Lifetime Reading Habits in an Individualized Reading Program," *Reading and Inquiry,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 10 (1965) 151-53.

Proposes directives and ways that an individually oriented reading program can contribute to human responses.

**Carline, Donald E.** "Evaluation for Program Effectiveness," *The Individualized Reading Program: A Guide for Classroom Teachers,* Lyman C. Hunt, Jr., Ed. International Reading Association Conference Proceedings, 11, Part 3 (1966) 50-56.

Lists and discusses the primary responsibilities for teachers and pupils in considering evaluation of individualized reading program effectiveness.

**Carline, Donald E.** "Evaluation for Pupil Effectiveness," *The Individualized Reading Program: A Guide for Classroom Teachers,* Lyman C. Hunt, Jr., Ed. International Reading Association Conference Proceedings, 11, Part 3 (1966) 44-49.

Defines evaluation in the individualized reading program as helping children recognize their own capacities and/or limitations within the reading process.

**Carline, Donald Eugene.** *An Investigation of Individualized Reading and Basal Text Reading Through Pupil Achievement and Teacher Performance.* 124 p. (Ed.D., Pennsylvania State University, 1960) *Dissertation Abstracts,* 21, No. 9, 2623. L.C. Card No. Mic 61-30, microfilm $2.75, xerography $6.00 from University Microfilms.

Decides, on the basis of scores by 72 teachers and their classrooms, that there is no discernible linear relationship between pupils' mean reading achievement and the

method by which they are taught either individualized reading or basal texts, although there are significant differences between teachers using the two methods.

**Cyrog, Frances V.** "Self-Selection in Reading: Report of a Longitudinal Study," *Reading in a Responsible Society*, Malcolm P. Douglass, Ed. The Claremont Reading Conference Yearbook, 26 (1962) 106-13.

Makes a comparison of reading achievement in grades 3 through 6 of pupils who had individualized reading programs from the first grade on with those who had a conventional program (presumably) in previous years.

**Fox, Gudelia A. and Fox, Raymond B.** "The Individualized Reading Controversy," *National Elementary Principal,* 44 (September 1964) 46-49.

Reports different opinions and recent research findings on individualized reading; contains a 33-item bibliography.

**Groff, Patrick.** "Individualizing Reading and Creative Writing," *The Individualized Reading Program: A Guide for Classroom Teachers,* Lyman C. Hunt, Jr., Ed. International Reading Association Conference Proceedings, 11, Part 3 (1966) 36-43.

Enlightens the teacher to the close, vital, relationship between writing and reading in a successful individualized reading program.

**Groff, Patrick.** "Individualizing the Reading Program," *Challenge and Experiment in Reading,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 7 (1962) 70-72.

Explains the principles of individualized reading offering pros and cons.

**Hunt, Lyman C.** "The Individualized Reading Program: A Perspective," *The Individualized Reading Program: A Guide for Classroom Teachers,* Lyman C. Hunt, Jr., Ed. International Reading Association Conference Proceedings, 11, Part 3 (1966) 1-6.

Defines individualized reading programs and elaborates on teacher roles and procedures, materials, classroom organization, skills, evaluation, and program expansion.

**Hunt, Lyman C.** "Should the Professor Return to the Classroom? Or I Taught Individualized Reading in the Third Grade," *Improvement of Reading Through Classroom Practice,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1964) 92-93.

Stresses the importance of Quiet Reading Time and of followup individual teacher-pupil conferences to success in a third-grade individualized reading program.

**Huser, Mary Kathryn.** *The Efficacy of Individualized Reading in Achievement and Attitude.* 127 p. (Ed.D., University of Illinois, 1965) *Dissertation Abstracts,* 26, No. 5, 2547-48. Order No. 65-11,798, microfilm $3.00, xerography $6.20 from University Microfilms.

Finds a more favorable attitude toward reading among children taught by the individualized method than among those taught by basal texts although there were no significant differences in achievement of the 12 fourth, fifth, and sixth graders taught by these two methods.

**Jackson, Joseph.** "A Reading-Center Approach Within the Classroom," *Journal of Educational Psychology,* 47 (April 1956) 213-22.

Compares the results of using conventional and individualized methods, and various combinations of the two, with retarded readers in grades 3 to 6 inclusive.

**Johnson, Rodney H.** "Individualized and Basal Primary Reading Programs," *Elementary English,* 42 (December 1965) 902-04, 915.

Deals with a study in which children in 14 experimental and 14 control first-grade classrooms were taught by either an individualized or a basal reading program for a period of 3 years and compared as to achievement at the end of both first and third grades.

**Lauck, Mary Ruth.** "Practical Individualization with Basal Materials," *Improvement of Reading Through Classroom Practice,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1964) 80-82.

Outlines methods, procedures, and activities which have been tested in a classroom situation.

**Marita, Sister M.** *A Comparative Study of Beginning Reading Achievement under Three Classroom Organizational Patterns–Modified Individualized, Three-to-Five Groups, and Whole-Class Language-Experience.* 79 p. (CRP-2659, OEC-4-10-263, Marquette University, Milwaukee, Wisconsin, 1965) ED 003 477, microfiche $0.50, hard copy $3.95 from EDRS.

Decides, after a study sample of 32 teachers and 810 first graders of high and low ability tested the modified individualized, three-to-five grouping, and whole-class-language experience reading methods, that the first and last methods produced significantly higher results in achievement and attitude.

**Meiselman, Max Sidney.** *A Comparison of Two Reading Programs for Retarded Readers.* 155 p. (Ed.D., New York University, 1963) *Dissertation Abstracts,* 24, No. 7, 2814. Order No. 64-289, microfilm $2.75, xerography $7.20 from University Microfilms.

Finds that Negro fourth, fifth, and sixth graders with reading problems made no more significant long-term gains in reading achievement by using individualized reading than did paired classes using basal reading programs although the former developed more positive attitudes.

**Metzler, Helen.** "Providing for Individual Differences in Reading," *Improvement of Reading Through Classroom Practice,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1964) 95-96.

Evaluates individualized reading as the greatest opportunity for developing and measuring the child's progress in reading.

**Miller, Billie J.** "A Comparison of Three Types of Reading Programs–S.R.A., Individualized, and Scott-Foresman," *The Inter-Institutional Seminar in Child Development, Collected Papers, 1962,* 94-98. (Dearborn, Michigan: Edison Institute, 1963.)

Describes three different approaches to reading instruction at the fourth-grade level used with three fourth-grade classes and compares test results on word and paragraph meanings after 1 year of instruction.

**Morrison, Coleman.** "Individualizing Reading: Some Unanswered Questions," *Improvement of Reading Through Classroom Practice,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1964) 93-94.

Poses some broad questions on individualizing reading programs.

**Parker, Clea Edward.** *Effect of an Individualized Reading Program on Achievement in Reading.* 274 p. (Ed.D., Louisiana State University, 1965) *Dissertation Abstracts,* 26, No. 8, 4394. Order No. 66-743, microfilm $3.55, xerography $12.40 from University Microfilms.

Describes pairing of 132 fourth, fifth, and sixth graders by sex, age, grade, grade placement, and IQ to test merits of the individualized reading method versus basal reading method, and finds that all individualized classes but the lowest group achieved significantly higher gains in reading average and rate.

**Putnam, Lillian R.** "Controversial Aspects of Individualized Reading," *Improvement of Reading Through Classroom Practice,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1964) 99-100.

Criticizes, on the basis of observations, certain practices in individualized reading programs and gives some suggestions for improvement.

**Ramsey, Russell R.** "Developing and Supervising Individualized Reading on a

School-Wide Basis," *The Individualized Reading Program: A Guide for Classroom Teachers,* Lyman C. Hunt, Jr., Ed. International Reading Association Conference Proceedings, 11, Part 3 (1966) 57-63.

Introduces the development and supervision of an individualized reading program (IRP) on a school-wide basis with the IRP of Harvey School, Massillon, Ohio, as a reference point.

**Ramsey, Wallace.** "An Evaluation of Three Methods of Teaching Sixth Grade Reading," *Challenge and Experiment in Reading,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 7 (1962) 151-53.

Compares the reading progress, during one year, of 223 pupils in grade 6 taught in three ways, individualized (but not as conventionally described), in-class grouped, and cross-class grouped.

**Rothrock, Dayton G.** *An Evaluation of Three Approaches to the Teaching of Reading.* 200 p. (Ed.D., University of Nebraska Teachers College, 1961) *Dissertation Abstracts,* 21, No. 12, 3691-92. L.C. Card No. Mic 61-1471, microfilm $2.75, xerography $9.00 from University Microfilms.

Deduces from tests of reading comprehension and work study skills of fourth and fifth graders that significant gains can be made under the developmental, ability grouping, or individualized reading methods with proper materials and instruction.

**Safford, Alton L.** "Evaluation of an Individualized Reading Program," *The Reading Teacher,* 13 (April 1960) 266-70.

Analyzes the scores made on the reading section of the California Test Battery by pupils in seven classes representing grades 3 to 6 inclusive and who had been taught by the individualized teaching technique to determine extent of growth as compared with that of pupils taught by other techniques in the school system.

**Sartain, Harry W.** "Evaluating Research on Individualized Reading," *Improvement of Reading Through Classroom Practice,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1964) 96-98.

Raises questions to consider in evaluation of research reports.

**Sartain, Harry W.** "Of Stars and Statistics," *The Individualized Reading Program: A Guide for Classroom Teachers,* Lyman C. Hunt, Jr., Ed. International Reading Association Conference Proceedings, 11, Part 3 (1966) 64-72.

Cautions teachers not to rapidly adopt an individualized reading program and encourages critical, thoughtful consideration of statistical findings.

**Sartain, Harry W.** "The Roseville Experiment with Individualized Reading," *The Reading Teacher,* 13 (April 1960) 277-81.

Reports a carefully planned study including 10 second-grade classes to compare the progress of pupils taught by individualized self-selection and by basic readers and organized in ability groups with a variety of supplementary books.

**Sharpe, Maida Wood.** "An Individualized Reading Project," *Elementary English,* 35 (December 1958) 507-12.

Reports the progress in reading of a second-grade class which received one or more days of group instruction each week, supplemented by individualized teaching and self-selection of the materials read.

**Spencer, Doris U.** "Individualized First Grade Reading Versus a Basal Reader Program in Rural Communities," *The Reading Teacher,* 19 (May 1966) 595-600.

Compares the performance on a battery of reading tests administered to all first-grade children in 12 classes taught by the individualized reading method and 10 classes following a basal reading program.

**Spencer, Doris U. and Moquin, L. Doris.** *Individualized Reading Versus a Basal Reader Program at First Grade Level, in Rural Communities.* 70 p. (CRP-2673, Johnson State College, Vt., 1965) ED 003 486, microfiche $0.50, hard copy $3.50 from EDRS.

Compares results of 12 combined first- and second-grade individualized reading classes with those of paired classes using basal reading programs, and finds that pretests and post-tests revealed the individualized method produced significantly higher results in word recognition, phonetic ability, comprehension, and spelling, though not in rate.

**Thatcher, David A. and Parker, Cecil J.** *Comparison of Two Methods of Teaching Reading in Grades 5 and 6.* 158 p. (CRP-S-183, California University, Berkeley, 1965) ED 003 708, microfiche $0.75, hard copy $7.90 from EDRS.

Reports that creativity and problem solving ability of 30 classes of fifth and sixth graders seemed, according to pretests and post-tests, unrelated to instruction by either the basal or individualized reading methods.

**Veatch, Jeannette.** "Classroom Organization: Structuring the Individualized Reading Period,' *The Individualized Reading Program: A Guide for Classroom Teachers,* Lyman C. Hunt, Jr., Ed. International Reading Association Conference Proceedings, 11, Part 3 (1966) 19-25.

Encourages teachers to establish a general day-by-day sequential plan for the individualized reading program by suggesting six practical steps.

**Vilscek, Elaine C.** "Building Skills in an Individualized Reading Program," *Reading and Inquiry*, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 10 (1965) 148-51.

Discussing skill building in an individualized reading program with emphasis on evaluating tools, instructional materials, behaviorism in reading, and the significance of specific skills in the total program.

**Wilson, Richard C. and Harrison, Robert.** "Skill Growth with Individualized Reading," *Elementary English*, 40 (April 1963) 433-35.

Makes a comparison of the reading achievement of two (presumable) classes of sixth-grade pupils, using the California Reading Test, at the beginning and end of the school year in which one class followed the conventional reading program while the other was taught the individualized way.

## Section 4: Language, Linguistics, and Reading

**Amsden, Constance.** *A Reading Program for Mexican-American Children. First Interim Report.* 157 p. (HRD-374, OEC-6-85-070, California State College at Los Angeles, October 1966) ED 010 532, microfiche $0.75, hard copy $7.85 from EDRS.

Reports a preliminary developmental program in beginning reading designed to develop oral language and reinforce cultural values of Mexican-American children at a Los Angeles school, and includes not only independent studies of their Spanish proficiency and its effect on their English, but also emphasizes parent participation, individual or self-instruction, and cultural awareness.

**Anastasiow, Nicholas J. and Hansen, Duncan.** "Criteria for Linguistic Reading Programs," *Elementary English*, 44 (March 1967) 231-35.

Describes construction of an instrument designed to measure skills developed in a linguistic approach to first-grade reading using as subjects 95 pupils in conventional programs and 137 pupils in modified linguistic programs.

**Brengleman, Frederick H. and Manning, John C.** *A Linguistic Approach to the Teaching of English as a Foreign Language to Kindergarten Pupils Whose Primary*

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*Language Is Spanish.* 246 p. (CRP-2821, Fresno State College, California, 1966) ED 010 034, microfiche $1.00, hard copy $12.30 from EDRS.

Studies three groups of Spanish-speaking kindergarteners to develop tests to identify grasp of sounds, grammar, and vocabulary; drill materials; and teaching techniques, and concludes that Spanish speakers, especially boys and those with minimal English facility, can learn English taught by trained teachers and that wide phonemic abilities of kindergarteners hinder efficient English teaching.

**Carterette, Edward C. and Jones, Margaret Hubbard.** "Phoneme and Letter Patterns in Children's Language," *The Psycholinguistic Nature of the Reading Process,* K. S. Goodman, Ed., 103-65. (Detroit: Wayne State University Press, 1968.)

Compares redundancy and linguistic constraint for spontaneous language, free choice books, and classroom readers by taping spontaneous language samples of 54 first-, 48 third-, and 48 fifth-grade pupils and 24 junior college students.

**Clay, Marie M.** "A Syntactic Analysis of Reading Errors," *Journal of Verbal Learning and Verbal Behavior,* 7 (April 1968) 434-38.

Explores the influence of linguistic structure and morphene class on substitution errors and self-corrections made by 100 5-year-old boys and girls during weekly observations.

**Condie, LeRoy,** *An Experiment in Second-Language Instruction of Beginning Indian Children in New Mexico Public Schools.* 148 p. (Ph.D., University of New Mexico, 1961) *Dissertation Abstracts,* 22, No. 8, 2713-14. Order No. 61-5268, microfilm $2.75, xerography $7.00 from University Microfilms.

Concludes that three out of four kindergarten classes of Indian children taught English as a second language by teachers newly trained to use such aids as tape recorders, games, or pictures showed significant progress over children taught the year before by the same teachers, then untrained.

**Davis, David C.** "Phonemic Structural Approach to Initial Reading Instruction," *Elementary English,* 41 (March 1964) 218-23.

Summarizes the findings of a 2-year project at first-grade level, in which control groups were instructed in a regular basal reading program and experimental groups had a basal program supplemented with 111 daily lessons using a linguistic approach.

**Dunn-Rankin, Peter.** "The Similarity of Lower-Case Letters of the English Alphabet," *Journal of Verbal Learning and Verbal Behavior,* 7 (December 1968) 990-95.

Analyzes the responses of 315 second- and third-grade public school children in Hawaii to 21 of the most used lower-case letters combined into all possible contrasting pairs.

**Gruber, Anna Marie.** *An Investigation of the Learning of Kindergarten Children Taught by a Modified Fries' Linguistic Approach in Combination with Dr. Seuss' Beginner Books.* 196 p. (Ed.D., Indiana University, 1965) *Dissertation Abstracts,* 26, No. 10, 5914-15. Order No. 65-14,039, microfilm $3.00, xerography $9.00 from University Microfilms.

Describes use of a modified Fries' linguistic approach to reading combined with Dr. Seuss beginner books on 21 kindergarten children, and concludes from tests, interviews, and observational data that the method produced good insight, attitudes, and growth seemingly unrelated to age, mental maturity, or sex.

**Hahn, Harry T.** "Three Approaches to Beginning Reading Instruction–ITA, Language Experience and Basic Readers–Extended to Second Grade," *The Reading Teacher,* 20 (May 1967) 711-15.

Compares reading achievement, reading attitude, and creative writing and number of books read for three groups of 649 second graders, one of which had been taught by the Initial Teaching Alphabet in first grade, another by a language-experience approach, and the third through a basal reader approach.

**Hanna, Paul R.,** *et al. Phoneme-Grapheme Correspondences as Cues to Spelling Improvement.* 231 p. (CRP-1991, Stanford University, California, School of Education, 1965) ED 003 321, microfiche $1.00, hard copy $11.55 from EDRS.

Suggests, on the basis of comit program data from phase one of a multi-purpose repetition of the Hanna-Moore study of phoneme-grapheme relationships, that American-English orthography can be described in terms of phonological structure of the spoken language, and provides indices to the spelling, difficulty, and reliability of 10,000 words, as well as lists of words for each phoneme.

**Harris, Albert J. and Serwer, Blanche L.** "Comparing Reading Approaches in First Grade Teaching with Disadvantaged Children," *The Reading Teacher,* 19 (May 1966) 631-42.

Reports results of an experiment with 1,146 subjects designed to compare relative effectiveness of a skills-centered versus a language-experience approach to beginning reading, each approach being tried with two-method variations.

**Harris, Albert J. and Serwer, Blanche L.** *Comparison of Reading Approaches in First-Grade Teaching with Disadvantaged Children.* (The Craft Project). 151 p. (CRP-2677, City University of New York Research Foundation, 1966) ED 010

037, microfiche $0.75, hard copy $7.55 from EDRS.

Uses 50 teachers and 1,150 disadvantaged first graders to compare effectiveness of the skills-centered and language-experience approaches to reading, and concludes that a basal reader supplemented by the skills-centered approach was more effective.

**Harris, Albert J.; Serwer, Blanche L.; and Gold, Lawrence.** "Comparing Reading Approaches in First Grade Teaching with Disadvantaged Children–Extended into Second Grade," *The Reading Teacher,* 20 (May 1967) 698-703.

Reports results in reading achievement, attitude, and other variables for 666 second graders taught by two approaches (skills-centered versus language-experience) and four methods (basal reader, phonovisual, language-experience, and language-experience audiovisual).

**Harris, Ethel Borders.** *An Experiment in the Use of Programmed Linguistic Reading Materials to Improve the Reading Ability of a Group of Second Grade Pupils Who Are Reading Below Grade Level.* 205 p. (Ed.D., University of Georgia, 1964) *Dissertation Abstracts,* 26, No. 1, 223. Order No. 65-4492, microfilm $3.00, xerography $9.25 from University Microfilms.

Cites an experiment using developmental and programed linguistic methods of reading instruction on a divided group of 16 second graders reading below grade level, and concludes that two out of three tests revealed more significant gains in achievement and vocabulary than a similar control group.

**Horn, Thomas D.** *A Study of the Effects of Intensive Oral-Aural English Language Instruction, Oral-Aural Spanish Language Instruction and Non-Oral-Aural Instruction on Reading Readiness in Grade One.* 115 p. (CRP-2648, University of Texas, Austin, 1966) ED 010 048, microfiche $0.50, hard copy $5.75 from EDRS.

Tests the effectiveness on 28 first-grade classrooms of English and Spanish language instruction with and without audiolingual techniques, and discovers that all measures used, including the Metropolitan Readiness Test, were inappropriate and invalid means for evaluating achievement.

**Kendrick, William M.** *A Comparative Study of Two First-Grade Language Arts Programs.* 76 p. (CRP-2576, San Diego County Dept. of Education, Calif., 1966) ED 010 032, microfiche $0.50, hard copy $3.80 from EDRS.

Measures reading, writing, listening, and speaking ability, and interest of first graders using traditional or experience approaches, and finds that the traditional method developed: superior comprehension for middle-class females and all males, listening ability for lower-class females, and speaking ability for all, while the

experience method increased: writing for all and interest for lower-class males.

**Marcus, Marie S.** *A Comparison of a Linguistic Method and a Conventional Method of Teaching Retarded Readers.* 148 p. (Ed.D., George Peabody College for Teachers, 1964) *Dissertation Abstracts,* 26, No. 5, 2611. Order No. 65-349, microfilm $3.00, xerography $7.00 from University Microfilms.

Deals with an experiment in which two teachers alternated conventional and linguistic reading instruction methods with 28 intermediate-grade, retarded readers of normal IQ, and finds that all groups made significant gains in comprehension and vocabulary regardless of method or teacher.

**Nurss, Joanne R.** *Children's Reading–Syntactic Structure and Comprehension Difficulty. Final Report.* 20 p. (OEG-1-6-068331-1643, Columbia University, New York, Teachers College, December 1966) ED 011 975, microfiche $0.25, hard copy $1.00 from EDRS.

Tests 36 single sentences of varying structural complexity, as assessed by the depth hypothesis of Yngve, the sector analysis by Allen, and traditional structural organization, on 144 second graders, and finds that picture comprehension data invalidated the hypothesis that comprehension would be less on the more complex sentences, but oral reading error data partially supported it.

**Pooley, Robert.** "Bloomfield-Barnhart–Let's Read," *Challenge and Experiment in Reading,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 7 (1962) 251-53.

Presents the essentials of the Bloomfield-Barnhart linguistic method of teaching reading.

**Reid, Hale C. and Beltramo, Louise.** *The Effect of Different Approaches of Initial Instruction on the Reading Achievement of a Selected Group of First Grade Children.* 288 p. (CRP-2698, Cedar Rapids Community School District, Iowa, 1965) ED 003 488, microfiche $1.25, hard copy $14.40 from EDRS.

Evaluates effects of the language, letter-sound, literature, and skills development approaches to reading, plus combinations of the last three methods, using seven classrooms of first graders falling below the sixtieth percentile on the Metropolitan Readiness Test, and concludes that some patterns suggest possible superiority of the first method, though total scores showed no method superior.

**Ruddell, Robert B.** *The Effect of Four Programs of Reading Instruction with Varying Emphasis on the Regularity of Grapheme-Phoneme Correspondences and the Relation of Language Structure to Meaning on Achievement in First Grade Reading.* 194 p. (CRP-2699, OEC-SAE-2699, California University, Berkeley, 1965)

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ED 003 820, microfiche $0.75, hard copy $9.70 from EDRS.

Examines results of two existing reading programs and two experimental programs with controlled grapheme-phoneme correspondences and emphasis on the relationship of structure to meaning after testing them in 24 first-grade classrooms, and concludes that the experimental programs produced significantly higher word reading, word study drills, and word identification achievement than the regular programs.

**Ruddell, Robert B.** "Reading Instruction in First Grade with Varying Emphasis on the Regularity of Grapheme-Phoneme Correspondences and the Relation of Language Structure to Meaning," *The Reading Teacher,* 19 (May 1966) 653-60.

Compares achievement of 24 first-grade classrooms, randomly assigned at each of three socioeconomic levels, to one of four beginning reading schemes.

**Ryckman, John N.** "Conquest and Exploration: A Reading-Language Program for Grades Four to Six," *Vistas in Reading,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 11, Part 1 (1966) 197-202.

Supports the theory that an integrated language program is the key to better reading.

**Schneyer, J. Wesley.** "Reading Achievement of First Grade Children Taught by a Linguistic Approach and a Basal Reader Approach–Extended into Third Grade, *The Reading Teacher,* 22 (January 1969) 315-19.

Compares oral reading, silent reading, and spelling achievement scores at the end of grade 3 for 236 pupils who learned to read with a linguistic approach and 187 who began with a basal approach.

**Schneyer, J. Wesley.** *et al. Comparison of Reading Achievement of First-Grade Children–Taught by a Linguistic Approach and a Basal Reader Approach.* 169 p. (CRP-2666, University of Pennsylvania, Philadelphia, 1966) ED 010 051, microfiche $0.75, hard copy $8.45 from EDRS.

Finds that, when all variables are taken into account, neither the Fries Linguistic Method nor the basal method of reading instruction proved superior when tested in 12 first-grade classrooms divided according to ability, but five out of seven achievement criteria significantly favored the basal reading group.

**Sheldon, William D. and Lashinger, Donald R.** *Effect of First-Grade Instruction Using Basal Readers, Modified Linguistic Materials, and Linguistic Readers.* 98 p. (CRP-2683, Syracuse University, New York, 1966) ED 010 031, microfiche $0.50, hard copy $4.90 from EDRS.

Correlates effects of basal-reader, modified-linguistic, and linguistic-reader programs used by 469 children in 21 first-grade classes at the year's end with sex, IQ, and readiness factors, and concludes that none of the three approaches is superior to the others.

**Shuy, Roger W.** "Linguistic Principles Applied to the Teaching of Reading," *Reading and Inquiry*, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 10 (1965) 242-44.

Discusses the principles of system, sounds, and society and their application to the junior high reading program.

**Stauffer, Russell G.** "The Effectiveness of Language Arts and Basic Reader Approaches to First Grade Reading Instruction," *The Reading Teacher,* 20 (October 1966) 18-24.

Compares post-instructional scores on measures of attitude and reading and writing achievement for a control group (119 boys and 113 girls) receiving instruction through a basic series approach and an experimental group (117 boys and 84 girls) receiving instruction through a language arts approach.

**Stauffer, Russell G. and Hammond, Dorsey.** *Effectiveness of a Language Arts and Basic Reader Approach to First Grade Reading Instruction.* 149 p. (CRP-2679, Delaware University, Newark, 1965) ED 003 484, microfiche $0.75, hard copy $7.45 from EDRS.

Concludes that the language arts approach to beginning reading instruction produces better results than a basic reader approach in reading performance, word attack, spelling, vocabulary, and writing, and is a method usable with all children.

**Stauffer, Russell G. and Hammond, W. Dorsey.** "The Effectiveness of Language Arts and Basic Reader Approaches to First Grade Reading Instruction–Extended into Second Grade," *The Reading Teacher,* 20 (May 1967) 740-46.

Determines the effect of the language arts approach used with 104 boys and 102 girls and the basic reader approach used with 100 boys and 83 girls (all second graders) on reading achievement, attitude, interest, and other variables.

**Stemmler, Anne.** *An Experimental Approach to the Teaching of Oral Language and Reading.* (OEC-6-10-108, 1966) ED 011 590. Document not available from EDRS.

Constructs, on the basis of research on a Texas group, a systematic approach for developing and correlating the speaking and reading abilities of educationally disadvantaged Spanish speaking children by a combination self-concept and science program, and stresses that the choice of any reading program just depend on community needs and teacher qualifications.

### Elementary School Reading

**Van Allen, Roach.** "Three Approaches to Teaching Reading," *Challenge and Experiment in Reading,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 7 (1962) 153-56.

Reports a San Diego County California Reading Study Project which investigated three methods of teaching reading: basic reading, individualized, and language-experience.

**Vilscek, Elaine; Morgan, Lorraine; and Cleland, Donald.** "Coordinating and Integrating Language Arts Instruction in First Grade," *The Reading Teacher,* 20 (October 1966) 31-37.

Compares post-instructional scores on 26 measures of attitude and achievement in reading and other language arts for a control group of pupils in 12 classrooms using a coordinated basal language arts approach, and for an experimental group in 12 classrooms using an integrated experience approach to communication.

**Weir, Ruth H.** *Formulation of Grapheme-Phoneme Correspondence Rules to Aid in the Teaching of Reading.* 100 p. (CRP-S-039, Stanford University, California, 1964) ED 003 445, microfiche $0.50, hard copy $5.00 from EDRS.

Describes an attempt to develop a model for patterns underlying spelling and sound relationships of 5,000 English words and to abstract spelling rules therefrom, shows that simple grapheme-to-phoneme correlations do not assist in spelling predictions and conflict with orthography, and therefore recommends that morphology and syntax be considered in selecting material for first four grades.

**Wyatt, Nita M.** *Reading Achievement of First Grade Boys Versus First Grade Girls Using Two Approaches–A Linguistic Approach and a Basal Approach with Boys and Girls Grouped Separately.* 179 p. (CRP-2735, Kansas University, Lawrence, 1965) ED 003 358, microfiche $0.75, hard copy $8.95 from EDRS.

Divides 633 first graders into two experimental groups and one control group in order to ascertain results of the linguistic and basal reader approaches in groups divided by sex and ability, and concludes that: (1) in most cases the linguistic approach was most effective and (2) sex grouping was slightly advantageous for boys and slightly disadvantageous for girls.

### Section 5: Programed Reading

**Blackman, Leonard S. and Capobianco, R. J.** "An Evaluation of Programmed Instruction with the Mentally Retarded Utilizing Teaching Machines," *American Journal of Mental Deficiency,* 70 (September 1965) 262-69.

Compares the gains in reading and arithmetic and the in- and out-of-school behavior

of an experimental group of 19 mentally retarded adolescents who were taught by using a teaching machine, and an equated control group of 17 who were taught the same material by traditional special class techniques.

**Ellson, D. G.; Harris, Phillip; and Barber, Larry.** "A Field Test of Programed and Directed Tutoring," *Reading Research Quarterly,* 3 (Spring 1968) 307-67.

Compares the effectiveness of one and two sessions daily of programed tutoring versus directed tutoring when used to supplement classroom teaching in inner-city schools using as subjects 60 first graders divided into four experimental groups.

**Ellson, D. G., *et al.*** "Programed Tutoring: A Teaching Aid and a Research Tool," *Reading Research Quarterly,* 1 (Fall 1965) 77-127.

Presents a progress report summarizing the procedures and results of 10 experiments carried out with a total of 400 kindergarten and first-grade children including retarded children, slow readers, and unselected populations of children with whom the technique of programed tutoring was applied to the teaching of beginning reading.

**Evans, James L.** "Teaching Machines and Programed Instruction, Teaching Reading by Machine: A Case History in Early Reading Behavior," *AV Communication Review,* 13 (Fall 1965) 303-08.

Views a longitudinal case-study describing the progress in reading achievement of a girl who started learning to read at the age of 3 years by the use of a teaching machine.

**Hammill, Donald and Mattleman, Marciene.** "An Evaluation of a Programmed Reading Approach in the Primary Grades," *Elementary English,* 46 (March 1969) 310-12.

Evaluates the effectiveness of programed reading materials only as compared with basal materials and a combination of the two used with 280 inner-city second- and third-grade children.

**McDowell, Eugene E.** "A Programed Method of Reading Instruction for Use with Kindergarten Children," *Psychological Record,* 18 (n.m. 1968) 233-39.

Investigates the use of a programed method of reading instruction with kindergarten children by examining the performance of 19 children from two private kindergartens during and after the presentation of 14 words and also assesses the effectiveness of echoic and tactual stimuli in the program.

**McNeil, John D. and Keislar, Evan R.** "Value of the Oral Response in Beginning

Reading: An Experimental Study Using Programmed Instruction," *British Journal of Educational Psychology*, 33 (June 1963) 162-69.

Presents a study of the effect of oral versus nonoral response in learning 40 words presented in an auto-instructional program using as subjects 182 paired nonreaders in kindergarten.

**Rodgers, Paul R. and Fox, Charles E.** "A Comparison of McGraw-Hill Programmed Reading and the Scott-Foresman Basic Reading Program," *Illinois School Research*, 4 (November 1967) 45-47.

Compares reading achievement of 469 first graders in five schools: two schools used programed reading and three schools used a basic reading series.

**Wechkin, Stanley.** "Word Learning in an Automated Teaching Situation as a Function of Display Condition," *Journal of Educational Psychology*, 53 (August 1962) 165-69.

Reports on an experiment conducted to ascertain the more efficient mode of presenting materials for word learning in a multiple choice automated teaching situation by measuring speed of learning and retention for 32 girls, between the ages of 14 and 17, who responded to an auditory stimulus which was coupled with a visual presentation of the correct equivalent and its foils and who also responded to a visual stimulus coupled with aucitory response alternatives.

**Williams, Joanna P.** *The Use of Programmed Instruction in the Development of Recognition Skills.* 93 p. (CRP-2100, Pennsylvania University, Philadelphia, 1965) ED 003 349, microfiche $0.50, hard copy $4.65 from EDRS.

Conducts four experiments in programed learning with sixth graders in order to determine the effects of the response mode, to extend theoretical principles, and to improve training methods for recognition.

**Woelflin, Leslie E.** "Using Programmed Instruction in Teaching Third, Fourth, and Fifth Grade Children How to Use the Library Card Catalog," *Illinois School Research*, 4 (February 1968) 38-43.

Analyzes the effectiveness of a programed instruction course in teaching third, fourth, and fifth graders the use of the card catalog.

## Section 6: Phonics and Reading

**Abbott, Janet Mary.** *A Study of Two Methods of Teaching Phonics in the Second Grade Classrooms of South School, Casa Grande, Arizona.* 121 p. (Ed.D., Arizona

State University, 1965) *Dissertation Abstracts,* 26, No. 4, 2072. Order No. 65-10, 380, microfilm $3.00, xerography $6.00 from University Microfilms.

Uses 72 second graders to compare the experimental Pro-Reading method with the Phonetic Keys method, and discovers no statistical difference between the two groups in reading achievement, vocabulary, or comprehension, nor any statistical differences based on such things as IQ, personality, interests, or teachers.

**Bear, David E.** "Phonics for First Grade: A Comparison of Two Methods," *Elementary School Journal,* 59 (April 1959) 394-402.

Reports the results of a controlled experiment in seven classes in the first grade to determine the comparative effectiveness of two methods of teaching reading which differed in the nature and method of phonics instruction.

**Bear, David E.** "Two Methods of Teaching Phonics: A Longitudinal Study," *Elementary School Journal,* 64 (January 1964) 273-79.

Compares at grade 6 95 pupils who had had synthetic phonics in grade 1 and 90 who had been given analytic phonics in a basal reader program on a reading test and two spelling tests.

**Bordeaux, Elizabeth A.** *An Evaluation of Three Approaches to Teaching Reading in First Grade.* 70 p. (CRP-2719, Goldsboro City Schools, N.C.) ED 010 062, microfiche $0.50, hard copy $3.50 from EDRS.

Relates that readiness, IQ, and achievement tests on 28 first graders revealed that, for whites, neither the basal reader method of reading; nor basal reader plus phonics; nor reader, phonics, and sensory experience approaches proved superior, although subtests indicated possible superiority of a sensory-basal reader approach for Negroes.

**Boyd, R. D.** "Growth of Phonic Skills in Reading," *Clinical Studies in Reading III,* Helen M. Robinson & Helen K. Smith, Eds. Supplementary Educational Monographs, 97 (1968) 68-87.

Plots the pattern of growth in phonic skills based on an instrument used with 15 boys and 15 girls at each grade level from 2 through 6.

**Brzeinski, Joseph E.** "When Should Phonics Instruction Begin?" *Reading as an Intellectual Activity,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 8 (1963) 228-32.

Concludes, from a 2-year Denver Public School study, that elementary phonics during kindergarten establishes an advantage for children.

## Elementary School Reading

**Burrows, Alvina Treut and Lourie, Zyra.** "When 'Two Vowels Go Walking,' " *The Reading Teacher,* 17 (November 1963) 79-82.

Analyzes the validity of the "two-vowels-together rule" on the basis of its applicability and usability among the first 5,000 words in the Rinsland list, and among words in grades 1 through 3 of five basal series.

**Childs, Sally.** "Sound Reading," *New Frontiers in Reading,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 5 (1960) 101-05.

Presents background material on reading approaches and related language skills, listing six characteristics of children having specific language disabilities, and discusses what a strong phonics program can do for these cases.

**Corcoran, Clare Mary.** *Inductive Versus Deductive Methods of Teaching Word Analysis in Grade Three.* 249 p. (Ed.D., Boston University School of Education, 1961) *Dissertation Abstracts,* 22, No. 12, 4290-91. Order No. 61-3362, microfilm $3.25, xerography $11.25 from University Microfilms.

Uses 394 third graders to compare the inductive and rules methods of solving and classifying new words along with a control group of 244 children employing the basal reader word analysis approach to find that six pretests and post-tests revealed no significant differences between the experimental groups, although significant differences appeared within the experimental groups.

**Daniels, J. C. and Diack, H.** *Progress in Reading: A Comparative Study of Success and Error in Children Taught by Different Methods.* (Nottingham, England: University of Nottingham, Institute of Education, 1956) 71 p.

Compares the progress of two groups of backward children, one taught by the so-called "phonic-word method" and the other by "mixed methods" which insist on reading for meaning and not in teaching the sound values of letters in isolation.

**Daniels, J. C. and Diack, Hunter.** "The Phonic Word Method," *The Reading Teacher,* 13 (October 1959) 14-21.

Includes a brief report of two experiments in England which aimed to determine the comparative efficiency of the "phonic word method" and six other approaches to reading.

**Duncan, Roger L.** "What's the Best Way to Teach Reading?" *School Management,* 8 (December 1964) 46-47.

Compares two groups of 2,760 first graders that had been equated on several variables and taught by the phonetic-first approach or the look-and-say methods at the end of grades 2 and 3.

**Fuld, Paula.** "Vowel Sounds in VCC Words," *The Reading Teacher,* 21 (February 1968) 442-44.

Establishes the frequency of occurrences of the short vowel sound in 613 single-vowel-followed-by-two-consonant words appearing in five primary basal reader series.

**Gates, Arthur I.** "Results of Teaching a System of Phonics," *The Reading Teacher,* 14 (March 1961) 248-52.

Reports the results of a study of the reading abilities of third-, fourth-, and fifth-grade pupils in a community in which the Carden system of phonics has been used for many years.

**Grimes, Jesse W.** "A Study of the Meaning of Phonics Skill in its Relationship to Intelligence, Reading, and School Success," *Changing Concepts of Reading Instruction,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 6 (1961) 130-33.

Reports the findings of a study which give strong support to the idea that an aptness for learning phonics skill may be a personality trait or may be related to personality characteristics.

**Gurren, Louise and Hughes, Ann.** "The Cleland-Miller Study on Phonics," *Elementary School Journal,* 66 (November 1965) 87-91.

Presents a different statistical treatment of data collected in a previous study comparing the reading and spelling achievement of two groups, each including 112 first-grade children, one of which used an analytic phonic approach and the other a synthetic approach to reading instruction.

**Gurren, Louise and Hughes, Ann.** "Intensive Phonics Vs. Gradual Phonics in Beginning Reading: A Review," *Journal of Educational Research,* 58 (April 1965) 339-47.

Reviews 22 unpublished or published reports of research to compare performances of intensive-phonic groups and gradual-phonic groups in separate experiments.

**Henderson, Margaret.** *Progress Report of Reading Study, 1952-1955.* (Champaign, Ill.: Community Unit School District No. 4, n.d.) 57 p.

Compares the progress in reading over a 3-year period of pupils taught to read with the aid of phonetic keys to reading with those taught by a "word memory approach," that is, the building of a basic sight vocabulary as a first step in reading instruction.

**Kelly, Barbara Cline.** "The Economy Method Versus the Scott Foresman Method in Teaching Second-Grade Reading in the Murphysboro Public Schools," *Journal of Educational Research,* 51 (February 1958) 465-69.

Compares the progress made by 137 second-grade pupils using the Scott, Foresman method in 1950 with the of 120 pupils in the same grade using the economy method in 1955.

**Mason, George E.** "The Role of Phonics in the First Grade Program," *Challenge and Experiment in Reading,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 7 (1962) 27-29.

Sees the role of phonics in first grade as a facilitator of the total job of developing recognition of a stock of sight words.

**McCollum, John A.** "An Experimental Evaluation of the Carden Method," *Challenge and Experiment in Reading,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 7 (1962) 123-28.

Claims that the Carden Method has been made to appear more valuable than it is.

**McDowell, John B.** "A Report on the Phonetic Method of Teaching Children to Read," *The Catholic Educational Review,* 51 (October 1953) 506-19.

Compares the achievement in reading of two groups of fourth-grade pupils, one group of 142 pupils from five schools having received 3 years of reading instruction which gave special emphasis to phonics and a second group of similar age and distribution which had received training in which phonetic training was a subsidiary word attack skill which was introduced gradually and developed through analysis of meaningful material.

**Miller, Harry Blair, Jr.** *Instruction in Phonics and Success in Beginning Reading and Spelling.* 179 p. (Ed.D., University of Pittsburgh, 1962) *Dissertation Abstracts,* 24, No. 5, 1931. Order No. 63-6377, microfilm $2.75, xerography $8.20 from University Microfilms.

Compares the reading achievement of first graders using the Basic Reading Series of Scott, Foresman and the Phonetic Keys of Reading from the Economy Company with that of children using only the Basic Reading Series, and concludes on the basis of 10 tests that neither method is superior.

**Murphy, Helen A.** *Reading Achievements in Relation to Growth in Perception of Word Elements in Three Types of Beginning Reading Instruction.* 114 p. (CRP-2675, Boston University, Mass., 1965) ED 003 478, microfiche $0.50, hard copy $5.70 from EDRS.

Examines effects of the gradual phonics approach to reading instruction, speech-to-print phonics, and speech-to-print phonics with writing emphasis, and concludes that: word element perception increases sight vocabulary, speech-to-print phonics improves reading and spelling, and writing emphasis improves writing and spelling.

**Naeslund, Jon.** *Methods of Teaching Primary Reading: A Co-Twin Control Experiment.* Research Bulletins from the Institute of Education, University of Stockholm, No. 4. (Stockholm, Sweden: Institute of Education, 8 Observatoriegatan, June 1955) 7 p.

Presents the results of a controlled experiment, involving 18 pairs of twins, 10 of which were identical, to determine the relative efficiency of a phonic method and a sentence method, as measured by the progress made by pupils during the first years in school.

**Olsen, Arthur V.** "Phonics and Success in Beginning Reading," *Journal of Developmental Reading,* 6 (Summer 1963) 256-60.

Analyzes the test results of 1,170 children in a study to explore the effects of intensive phonic training in letter sounds and names on success in beginning reading and examines relationships between performances on tests of applied phonics and scores on measures of reading achievement.

**Queensland Education Department.** *Reading Methods for Queensland Infants' Schools.* Department of Education Bulletin No. 17. (Brisbane, Australia: Department of Public Instruction, Queensland, Research and Guidance Branch, Block "A," April 1958) 44 p.

Reports the results of an experimental study in a class in each of 27 schools in all parts of the state to determine the merits of a traditional phonic system of teaching beginning reading and of a modern method which made use from the beginning of meaningful language units.

**Research and Guidance Branch, Department of Public Instruction, Queensland.** *An Investigation of Methods of Teaching Reading in Infants' Schools.* Bulletin No. 9. (Brisbane, Australia: Department of Public Instruction, Technical College Building, March 1955) 45 p.

Reports the findings of an experiment to compare under practical school conditions the comparative efficiency of "a whole word and sentence method" (two schools, three groups) with "a basically phonic method" (two schools) which had been used largely for several years.

**Robinson, H. Alan.** "Phonics Instruction–When? What? for Whom?" *Reading as an*

*Intellectual Activity,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 8 (1963) 224-28.

Stresses individual differences in readiness levels among children pointing out that educational-psychological studies of each child should be made in order to determine best time and method for beginning reading.

**Russell, David H.** "Teachers' Views on Phonics," *Elementary English,* 32 (October 1955) 371-75.

Summarizes the responses of 220 experienced elementary teachers and other school people in 33 states to eight specific questions, such as who should receive phonic instruction, grades in which it should be emphasized, and the techniques found most helpful.

**Sabaroff, Rose.** "A Comparative Investigation of Two Methods of Teaching Phonics in a Modern Reading Program: A Pilot Study," *Journal of Experimental Education,* 31 (March 1963) 249-56.

Presents a comparison of a systematic and a functional method of teaching phonics to 54 grade 2 pupils, with a control group doing free reading by using the following tests: an informal reading inventory, the McKee Inventory of Phonetic Skills, the Gates Advanced Primary Reading Test, and the Dolch 220 Sight Words.

**Smith, Nila B.** "What Research Says about Phonics Instruction," *Journal of Educational Research,* 51 (September 1957) 1-9.

Summarizes pertinent research to find answers to four questions: Are schools teaching phonics? Should we reach phonics? When should phonics instruction begin? and How should we teach phonics?

**Sparks, Paul E. and Fay, Leo C.** "An Evaluation of Two Methods of Teaching Reading," *Elementary School Journal,* 57 (April 1957) 386-90.

Describes a controlled experiment involving 418 pupils in grades 1 through 4 in one school and 406 pupils in another to secure evidence concerning the merits of the use of a specialized phonic system in teaching reading.

**Symons, Walter Joseph.** *The Relationships of Instruction in Initial Phonetic Elements to the Reading Achievement of Remedial Reading Pupils.* 146 p. (Ed.D., University of California, Berkeley, 1964) *Dissertation Abstracts,* 25, No. 7, 4009-10. Order No. 64-13,106, microfilm $2.75, xerography $7.00 from University Microfilms.

Concludes that a concentrated program of initial phonetic elements results in equal

reading achievement with a regular remedial reading program after experimenting with two fourth-grade groups, and finds no correlation between IQ and reading achievement growth.

**Witty, Paul A. and Sizemore, Robert A.** "Phonics in the Reading Program: A Review and an Evaluation," *Elementary English,* 32 (October 1955) 355-71.

Summarizes the results of available research pertaining to the use of phonics in reading programs, including the comparative efficiency of phonic and word methods of teaching reading.

## Section 7: Artificial Orthographies and Other Methods

**Barclay, Gordon L.** "i/t/a with Emotionally Disturbed Children," *Modern Educational Developments: Another Look,* Frederick B. Davis, Ed. The Educational Records Bureau Proceedings, 30 (1966) 135-46.

Compares preinstructional and post-instructional scores on a standardized test battery for three pairs of groups, comprising 64 emotionally disturbed institutionalized boys, equated for age and IQ, but differentiated on psychiatric diagnosis.

**Birnie, J. R.** "Inconsistencies in i.t.a. and t.o.—An Examination of Four Popular Children's Readers," *Reading,* 1 (December 1967) 19-25.

Performs a comparative analysis of the consistency of the sound-symbol relationships which children would encounter in four popular readers written in the Initial Teaching Alphabet and traditional orthography.

**Bosma, Ruth L. and Farrow, Vern L.** "Teaching Reading with i/t/a: A Research Report," *Reading Horizons,* 6 (Fall 1965) 6-19.

Reports a study in which each of two groups of 22 first-grade children, who were matched on several variables and who received reading instruction by either the Initial Teaching Alphabet or traditional orthography method, were compared at the end of grade 1 on their achievement on a reading test.

**Cartwright, D. and Jones, B.** "Further Evidence Relevant to the Assessment of i.t.a.," *Educational Research,* 10 (November 1967) 65-71.

Reports results of the latter half of a 36-month study modeled after the initial British Initial Teaching Alphabet experiment in which more rigorous control of the teacher variable in the 16 participating schools was provided for by dividing instructional time between experimental and control groups.

**Elementary School Reading**

**Chasnoff, Robert E.** "Two Alphabets," *Elementary School Journal,* 67 (February 1967) 257-64.

Compares preinstructional measures of intelligence and readiness and post-instructional measures of achievement in reading and other subjects for first-grade pupils in seven schools assigned to either an Initial Teaching Alphabet or a traditional orthography class.

**Chasnoff, Robert E.** "Two Alphabets: A Follow-Up," *Elementary School Journal,* 68 (February 1968) 251-57.

Compares end-of-year reading achievement for 132 experimental and 123 control second graders; the experimental pupils had been taught to read by the Initial Teaching Alphabet in first grade.

**Downing, John.** "Conflicts and Confusions in i.t.a. Experiments," *Vistas in Reading,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 11, Part 1 (1966) 269-72.

Poses five questions educators should ask themselves before accepting the Initial Teaching Alphabet research project findings and points out valid conclusions based on 4 years of research.

**Downing, John.** *Evaluating the Initial Teaching Alphabet.* (London: Cassell & Co., Ltd., 1967) 327 p.

Compares the reading achievement of 1,421 Initital Teaching Alphabet (i.t.a.)-taught children and 1,427 traditional orthography (t.o.)-taught children in two i.t.a. experiments.

**Downing, John.** *The i.t.a. Symposium.* (London: The National Foundation for Educational Research in England and Wales, 1967) 168 p.

Reports the research which has been conducted in Britain between 1961 and 1966 using groups taught with the Initial Teaching Alphabet and control groups using the traditional orthography.

**Downing, John and Halliwell, Stanley.** "The i.t.a. Reading Experiment in Britain," *Improvement of Reading Through Classroom Practice,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1964) 260-65.

Reports the results of the Reading Research Unit's experiment in using the Initial Teaching Alphabet as an approach to reading.

**Fry, Edward.** "Comparison of Beginning Reading with i.t.a., DMS, and t.o. after Three Years," *The Reading Teacher,* 22 (January 1969) 357-62.

Contrasts oral and silent reading performance at the end of grades 1, 2, and 3 of children who experienced one of three approaches to beginning reading.

**Fry, Edward B.** "First Grade Reading Instruction Using Diacritical Marking System, Initial Teaching Alphabet and Basal Reading System–Extended to Second Grade," *The Reading Teacher,* 20 (May 1967) 687-93.

Compares results in reading achievement for second-grade classes taught initially in Initial Teaching Alphabet, traditional orthography, or the Diacritical Marking System and reports oral reading results based on a random sample in oral reading.

**Fry, Edward Bernard.** "First Grade Reading Instruction Using Diacritical System, Initial Teaching Alphabet, and Basal Reading System," *The Reading Teacher,* 19 (May 1966) 666-69.

Describes how first-grade pupils in 21 classes were taught beginning reading by using one of three systems and a comparison made between their scores on intelligence, readiness, and reading achievement tests administered to them before and after 140 days of reading instruction.

**Hafner, Lawrence E.** "A One-Month Experiment in Teaching Context Aids in Fifth Grade," *Journal of Educational Research,* 58 (July-August 1965) 472-74.

Relates how one experimental and two control groups totaling 75 fifth-grade children were administered two reading tests before and after a 1-month program in the use of context aids.

**Hahn, Harry T.** "Three Approaches to Beginning Reading Instruction–ITA, Language Arts, and Basic Readers," *The Reading Teacher,* 19 (May 1966) 590-94.

Reports on the performance on attitude and achievement tests of 36 first-grade classes who were assigned to either a language experience plan using the Initial Teaching Alphabet, a language experience plan using traditional orthography, or a basic reading series.

**Hayes, Robert B. and Wuest, Richard C.** "ITA and Three Other Approaches to Reading in First Grade–Extended into Second Grade," *The Reading Teacher,* 20 (May 1967) 694-97, 703.

Reports results of a continuation into second grade and a replication in first grade for four approaches to beginning reading: whole word, whole word-phonic, phonic-filmstrip, and Initial Teaching Alphabet-Merrill.

**Hayes, Robert B. and Wuest, Richard C.** "A Three Year Look at i.t.a., Lippincott, Phonics and Word Power, and Scott, Foresman," *The Reading Teacher,* 22 (January 1969) 363-70.

Presents findings on spelling and reading performance at various points in grades 1, 2, and 3 for children taught by four different reading programs.

**Henderson, Edmund H.** "A Study of Individually Formulated Purposes for Reading," *Journal of Educational Research,* 58 (July-August 1965) 438-41.

Reports the relationship between reading achievement, purpose setting, purpose attainment, and comprehension of 24 good and 24 poor fifth-grade readers who read, individually, four stories with different methods of purpose setting and develops rating scales to measure purpose setting achievement and purpose attainment.

**Hinds, Lillian R. and Dodds, William G.** "Words in Color: Two Experimental Studies," *Journal of Typographic Research,* 2 (January 1968) 43-52.

Reports two studies comparing the Words in Color approach with a traditional approach to teaching reading using as subjects in one study 38 elementary pupils and in the other, 70 illiterate adults.

**Holmes, Jack A. and Rose, Ivan M.** "Disadvantaged Children and the Effectiveness of i.t.a.," *The Reading Teacher,* 22 (January 1969) 350-56.

Compares scores of reading achievement tests in January and in May of first grade for twenty Initial Teaching Alphabet classes and twenty traditional orthography classes which had as their randomly assigned population students drawn largely from a disadvantaged Mexican-American sample.

**Jones, J. Kenneth.** "Comparing i.t.a. with Colour Story Reading," *Educational Research,* 10 (June 1968) 226-34.

Compares the results of the second Initial Teaching Alphabet (i.t.a.) experiment and the Colour Story Reading experiment, both conducted in Britain, in which there were approximately 800 subjects in the Colour Story Reading experiment and 400 in the i.t.a. experiment.

**Lewis, Doreen M.** "Observations of Children's Difficulties in Learning to Read Using Traditional Orthography and the Initial Teaching Alphabet," *Ontario Journal of Educational Research,* 9 (Winter 1966-67) 125-37.

Presents findings from an observational analysis of the process of learning to read during the first and second years of instruction for 39 pupils assigned either to a class using the Initial Teaching Alphabet or a class using traditional orthography.

**Mazurkiewicz, Albert J.** "ITA and TO Reading Achievement when Methodology is Controlled," *The Reading Teacher,* 19 (May 1966) 606-10.

Compares the reading achievement of 417 and 402 first-grade children taught to read respectively by using the Initial Teaching Alphabet and traditional orthography.

**Mazurkiewicz, Albert J.** "ITA and TO Reading Achievement When Methodology Is Controlled–Extended into Second Grade," *The Reading Teacher,* 20 (May 1967) 726-29.

Compares instructional level, reading achievement, and other skills for a total of 794 second graders taught in the Initial Teaching Alphabet during first grade and 471 second graders taught in traditional orthography.

**Mazurkiewicz, Albert J.** "Interim Report 8–Second Year Evaluation: Lehigh University-Bethlehem Schools i/t/a Study," *Journal of the Reading Specialist,* 4 (May 1965) 74-79.

Compares the results of an Initial Teaching Alphabet study with a replication one in Bethlehem schools.

**Mazurkiewicz, Albert J.** "The Lehigh-Bethlehem i.t.a. Study," *Improvement of Reading Through Classroom Practice,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1964) 265-67.

Reports results of the progress and observations on an 8-month study using the Initial Teaching Alphabet with Bethlehem first graders.

**Mazurkiewicz, Albert J.** "The Lehigh University-Bethlehem Schools ITA Study: Interim Report Nine," *Journal of the Reading Specialist,* 5 (October 1965) 9-11.

Compares the reading and spelling performance of 387 Initial Teaching Alphabet-taught with 803 traditional orthography-taught children at the end of their second grade.

**Mazurkiewicz, Albert J.** "Second Year Evaluation–Interim Report: Lehigh University-Bethlehem Schools i/t/a Study," *Journal of the Reading Specialist,* 4 (March 1965) 35-38.

Reports an experiment in which a reading test was given at the end of grade 1 and the beginning of grade 2 to 93 matched pairs of children, taught by either the Initial Teaching Alphabet or traditional orthography, to determine retention or forgetting influences during the summer vacation period.

**McCracken, Glenn.** "The New Castle Reading Experiment: A Terminal Report," *Elementary English,* 30 (January 1953) 13-21.

Describes a series of experiments with first- and second-grade classes to determine

the influence on progress in reading, as measured by the Gates Primary Reading Achievement Test of the use of film strip presentations before the book reading of each lesson.

**Morris, John Lloyd.** "The Teaching of Reading Using a Phonetic Alphabet," *California Journal of Educational Research,* 18 (January 1967) 5-22.

Compares scores on measures of word recognition and reading accuracy administered after 6 months' beginning reading instruction for: medium used (the Initial Teaching Alphabet or traditional orthography) and method (kinaesthetic or sentence) using as subjects 209 boys and 184 girls.

**Nold, Jack T.** "The Effect of UNIFON on Teaching Beginning Reading–A Pilot Study," *Illinois School Research,* 4 (May 1968) 38-40.

Compares end-of-year reading achievement for 25 first graders taught using UNIFON and 25 using the traditional orthography after 1 year of instruction.

**Rose, Ivan M.** "The Initial Teaching Alphabet, Premise and Promise," *On Becoming a Reader,* Malcolm P. Douglass, Ed. The Claremont Reading Conference Proceedings, 29 (1965) 146-53.

Reviews the history and the merits of the Initial Teaching Alphabet and summarizes the findings of the main experiments conducted in Great Britain in this area.

**Sebesta, Sam Leaton.** *Artificial Orthography as a Transitional Device in First-Grade Reading Instruction.* 161 p. (Ed.D., Stanford University, 1963) *Dissertation Abstracts,* 24, No. 8, 3237. Order No. 64-1578, microfilm $2.75, xerography $7.60 from University Microfilms.

Uses artificial orthography with graphemic symbols for the reading instruction of 27 first graders while instructing a similar group with traditional orthography and finds that, after the experimental class had been given transitional instruction into regular orthography, the first group had neither been helped nor hindered by artificial orthography.

**Shapiro, Bernard J. and Willford, Robert E.** "I.t.a.–Kindergarten or First Grade?" *The Reading Teacher,* 22 (January 1969) 307-11.

Compares reading and spelling achievement of two groups of 250 children who began reading instruction with the Initial Teaching Alphabet in either kindergarten or grade 1.

**Sleeman, Phillip J.; Kelley, Gaylen B.; and Byrne, Robert.** "A Comparison of the Relative Effectiveness of Overhead Projection, Teaching Programs, and Conven-

tional Techniques for Teaching Dictionary Skills," *Science of Learning*, 3 (n.m. 1967) 67-69.

Examines the effectiveness of overhead projection, teaching programs, and the conventional approach for teaching dictionary skills to 1,164 fourth graders from upper, middle, and lower socioeconomic levels.

**Stewart, Rebecca W.** "I.T.A.—After Two Years," *Elementary English,* 42 (October 1965) 660-65.

Reports objective data and subjective observations on the on-going Lehigh-Bethlehem Initial Teaching Alphabet (i.t.a.) project, which involved 349 i.t.a.-taught and 827 traditional orthography (T.O)-taught first graders in 1963-64 and an additional 926 i.t.a.-taught and 453 T.O.-taught first graders in 1964-65.

**Swales, Terence D.** "The Attainments in Reading and Spelling of Children Who Learned to Read Through the Initial Teaching Alphabet," *British Journal of Educational Psychology,* 37 (February 1967) 126-27.

Compares the reading and spelling achievement of two matched groups totalling 198 third-year children who were taught by the Initial Teaching Alphabet or traditional orthography.

**Trione, Vernon and Larson, James.** "A School Explores ITA," *California Journal of Educational Research,* 28 (March 1967) 96-101.

Reports the performance of three groups of first graders, one Initial Teaching Alphabet class of 26 pupils and two control classes of 17 and 19 pupils, respectively, on reading vocabulary and reading comprehension after 1 year of instruction.

**Wapner, Irwin,** "The Initial Teaching Alphabet in a Non-Experimental Setting," *California Journal of Educational Research,* 18 (September 1967) 201-04.

Compares end-of-year reading achievement for 347 Initial Teaching Alphabet-trained first graders and 650 traditional orthography-trained subjects divided into sex and age groups.

**Wiggins, Wayne.** "I.T.A.—A Comparison with the T. O. Method," *Journal of the Association for the Study of Perception,* 2 (Fall 1967) 11-16.

Reports results of two studies done in two different years in which Initial Teaching Alphabet-taught first graders were compared with traditional orthography-taught first graders.

## Part II
## Junior and Senior High School Reading

There is less research literature available at the junior and senior high school levels than at the elementary level. Research cited in the references included in Part II is concerned with applications of skills at these levels and with the use of reading in the content areas. Reading difficulties and the remedial methods designed to treat them, including programs for prospective dropouts and delinquents are also treated in documents cited in Part II.

**Barry, Robert F. and Smith, Paul E.** "An Experiment in Ninth-Grade Reading Improvement," *Journal of Educational Psychology,* 45 (November 1954) 407-14.

Reports the results of two experiments the purposes of which were: (1) to investigate the merit of the University of Iowa reading films in the improvement of reading ability of ninth-grade pupils and (2) to discover whether or not similar gains could be achieved by using a simplified method.

**Blackman, Leonard S. and Holden, Edward A., Jr.** "Support Vs. Non-Support in an Autoinstructional Word Program for Educable Retardates," *American Journal of Mental Deficiency,* 67 (January 1963) 592-600.

Compares two small equated groups of educable, nonreading retarded adolescents who were compared on a support (prompting) and nonsupport (confirmation) program designed to teach four words.

**Brazziel, William F. and Gordon, Margaret.** "Replications of Some Aspects of the Higher Horizons Program in a Southern Junior High School," *National Association of Secondary School Principals' Bulletin,* 47 (March 1963) 135-43.

Reports gains for a year during which certain aspects of the Higher Horizons Program were adapted and utilized with a Norfolk, Virginia, grade 7 class of 301, a majority of whom came from culturally disadvantaged homes.

**Burmeister, Lou E.** "Selected Word Analysis Generalizations for a Group Approach to Corrective Reading in the Secondary School," *Reading Research Quarterly,* 4 (Fall 1968) 71-95.

Studies the utility of teaching selected phonic and structural analysis generalizations to junior- and senior-high school disabled readers by an inductive versus a deductive approach.

**Burmeister, Lou E.** "Word Analysis–Corrective Reading in the Secondary School," *Journal of the Reading Specialist,* 7 (March 1968) 100-04.

Identifies a small number of phonic and structural generalizations and compares two approaches–inductive and deductive–of teaching them with each other and with a control.

**Carlson, Eleanor G.** "Sound Principles for Individualizing a High School Reading Class," *Reading and Inquiry,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 10 (1965) 160-63.

Illustrates ways in which various approaches to individualizing can be weighed in terms of factors influencing instruction.

**Carrillo, Lawrence W.** "Methods of Teaching Reading in the Junior High School," *Challenge and Experiment in Reading,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 7 (1962) 47-49.

Emphasizes the importance of using a combination of both basal readers and multi-level materials.

**Culliton, Thomas E., Jr.** "Effective Utilization of Basal Materials at the Junior High School Level," *Improvement of Reading Through Classroom Practice,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1964) 78-79.

Stresses thorough and continued diagnosis, careful evaluation, and a wide variety of materials in addition to the basal reader.

**Cutts, Warren G., Jr.** "Dealing with Reading Problems at the Pre-College Level," *Educational Administration and Supervision,* 39 (March 1953) 129-38.

Describes the methods used and the results secured during a 6 weeks' intensive reading program, half-day sessions, administered during the summer at Syracuse University.

**Donald, Sister Mary.** "The SQ3R Method in Grade Seven," *Journal of Reading,* 11 (October 1967) 33-35, 43.

Compares reading, history, and geography achievement on standardized tests and teacher-made tests for 31 seventh-grade experimental group pupils using the Survey, Question, Read, Recite, and Review (SQ3R) method of study and an equal number of control subjects.

**Dummett, Marjorie and Urbas, Raymond.** "An Evaluation of Developmental

Reading at West Bend High School," *College and Adult Reading.* Annual Yearbook of the North Central Reading Association, 2 (1963) 11-29.

Compares reading speed and comprehension for 61 pairs of high school sophomores with the experimental group receiving two sessions per week of laboratory training using pacers, films, and the Controlled Reader.

**Fox, Ester.** "What Can We Do for the Disabled Reader in the Senior High School?" *Improvement of Reading Through Classroom Practice,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1964) 154-55.

Discusses both unique and common factors to be considered in setting up a secondary reading program.

**Gelzer, Austin and Santore, Nicholas.** "A Comparison of Various Reading Improvement Approaches," *Journal of Educational Research,* 61 (February 1968) 267-72.

Compares improvement in reading rate and comprehension for 159 ninth graders divided into five experimental groups, each using a different technique.

**George, Marie G.** "Stimulating Reading in the Senior High School," *Improvement of Reading Through Classroom Practice,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1964) 105-07.

Considers methods for stimulating interest and developing reading skills.

**Gold, Lawrence,** "A Comparative Study of Individualized and Group Reading Instruction with Tenth Grade Underachievers in Reading," *Improvement of Reading Through Classroom Practice,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1964) 102-04.

Applies elementary-type reading instruction to secondary underachievers.

**Gowan, J. C. and Scheibel, R. W.** "The Improvement of Reading in Gifted Children," *Educational Administration and Supervision,* 46 (January 1960) 35-40.

Compares intensive training in speed of reading for 34 experimental compared with 27 control subjects in grade 10 honors English classes.

**Gregory, Margaret and McLaughlin, W. J.** "Teaching the Newspaper in Junior High Schools," *English Journal,* 40 (January 1951) 23-28.

Presents evidence that junior high school pupils can be taught to read the newspaper intelligently and describes methods used in developing efficient newspaper readers.

**Hall, Nason E. and Waldo, Gordon P.** "Remedial Reading for the Disadvantaged," *Journal of Reading,* 11 (November 1967) 81-92.

Compares reading achievement at the end of seventh grade for 186 delinquency-prone boys in experimental classes using a systematic remedial reading program with that of 73 boys in control classes using the regular curriculum.

**Haslam, Warren L. and Brown, William F.** "Effectiveness of Study-Skills Instruction for High School Sophomores," *Journal of Educational Psychology,* 59 (August 1968) 223-26.

Investigates the effectiveness of a study skills course by comparing pretest and post-test scores on a study skills test and the course grades for 9 weeks of 59 experimental and 59 control pupils matched on six variables.

**Heitzman, Andrew J. and Bloomer, Richard H.** "The Effect of Non-Overt Reinforced Cloze Procedure upon Reading Comprehension," *Journal of Reading,* 11 (December 1967) 213-23.

Assesses the effects of five types of a protracted series of non-overtly reinforced cloze procedure exercises upon the reading comprehension of 125 ninth-grade students.

**Herber, Harold L.** "Teaching Reading and Physics Simultaneously," *Improvement of Reading Through Classroom Practice,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1964) 84-85.

Cites an experiment which shows reading instruction as a part of course content.

**James, Sister Mary.** "Helping Junior High School Students Get to the Heart of Their Reading Matter," *Improvement of Reading Through Classroom Practice,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1964) 79-80.

Lists and explains four general factors to help students gain a total and purposeful command of reading matter.

**Karlin, Robert.** "Methods of Differentiating Instruction at the Senior High School Level," *Improvement of Reading Through Classroom Practice,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 9 (1964) 60-62.

Discusses different features of both individualization and grouping in reading instruction.

**Kinder, Robert Farrar.** "Encouraging Personal Reading in Junior Higl School,"

*Vistas in Reading,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 11, Part 1 (1966) 417-19.

Poses the question of how to encourage junior high schoolers to read for enjoyment.

**Lloyd, Bruce A.** "Objective and Subjective Evaluations of an Upward Bound Summer Reading Program," *Journal of the Reading Specialist,* 7 (May 1968) 147-52.

Assesses the value of an upward bound program of 8 weeks-duration on developing the reading skills of 39 male and 35 female high school students.

**Love, Harold D.** "An Experimental Phonics Program Versus a Controlled Integral Reading Program," *Journal of Developmental Reading,* 4 (Summer 1961) 280-82.

Compares reading gains of 15 retarded readers given phonic drills for 6 weeks with a matched group receiving incidental phonics.

**Martin, Marian; Schwyhart, Keith; and Wetzel, Ralph.** "Teaching Motivation in a High School Reading Program," *Journal of Reading,* 11 (November 1967) 111-21.

Compares reading achievement and behavior for 95 remedial high school students in six classes: three were experimental classes where "tokens" were used to reinforce certain behaviors; three were control classes.

**McDonald, Arthur.** "Reading in History: Concept Development or Myth Making," *Reading and Inquiry,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 10 (1965) 102-03.

Defines history as research for investigation of relevant data, and describes student's task as one of achieving a conceptual framework in regards to history.

**Mills, Donna M.** "Corrective and Remedial Reading Instruction in the Secondary School," *Reading as an Intellectual Activity,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 8 (1963) 56-59.

Discusses different types of programs, guidelines, and activities for both teachers and students, as well as reviews of some specific projects.

**Noall, Mabel S.** "Automatic Teaching of Reading Skills in High School," *Journal of Education,* 142 (February 1961) 1-73.

Reports two studies (one at high school and the other grades 7 to college) in each of which one group was taught by the teacher while the other followed an

individualized preplanned program oriented toward materials at successively advanced levels.

**O'Daly, Elizabeth C.** "Linguistics and the Teaching of Junior High School Reading," J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 11, Part 1 (1966) 330-34.

Discusses whether or not linguistics has a place in the teaching of reading, concluding that an eclectic approach remains the best system in teaching elementary reading.

**Potter, Robert E.** "Reading Unlimited," *English Journal,* 42 (January 1953) 28-32.

Reports the results of an experiment involving 73 high school pupils to determine the influence on amount and quality of providing a free period once each week for personal reading, of making interesting, attractive reading material available, and of avoiding the use of checking techniques which detract from the pleasure of reading.

**Roman, Melvin.** *Reaching Delinquents Through Reading.* (Springfield, Ill.: Charles C. Thomas, 1957) 125 p.

Makes a comparison of reading and adjustment changes of delinquent boys, ages 13 to 16, IQ's 65 to 95, given three types of treatment: (1) group remedial reading, (2) tutorial group therapy, and (3) interview group therapy.

**Ross, Joan B.** "Remedial Reading Techniques a High School Teacher Can Use," *Reading and Inquiry,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 10 (1965) 182-84.

Summarizes some of the ways a classroom teacher can help students develop study skills in order to conquer course materials.

**Ross, Totsie W.** "Basic Considerations in a Junior High School Reading Program," *Vistas in Reading,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 11, Part 1 (1966) 202-05.

Looks at the necessary parts of a total reading program: theory, leadership and personnel, organization, materials, and in-service training.

**Ryan, Eunice G. and Torrance, E. P.** "Training in Elaboration," *Journal of Reading,* 11 (October 1967) 27-32.

Correlates gains in creative thinking abilities and reading skills for 24 seventh

graders (eight girls and 16 boys) in two classes of remedial and developmental reading after a 2-month program designed to improve elaborative thinking.

**Vick, Nancy O'Neill.** "High School Reading for the Severely Retarded," *Vistas in Reading,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 11, Part 1 (1966) 227-30.

Encourages teachers of severely retarded readers to try new approaches, to get acquainted with each pupil and provide a sound plan for reteaching the skills and concepts each lacks.

**Walker, Frederic R.** "Evaluation of Three Methods of Teaching Reading, Seventh Grade," *Journal of Educational Research,* 54 (May 1961) 356-58.

Using 86 seventh-grade students, three types of reading instruction were given to respective groups: (1) a variety of materials and approaches, (2) the Science Research Associates Reading Laboratory, and (3) a single text and workbook.

## Part III
## College and Adult Reading

Reading instruction methods designed especially for college students and adults are the subjects of citations in Part III. References include documents dealing with reading programs in colleges and in junior colleges, in the armed services educational programs, and in business and industry-related groups. These programs sometimes focus on remediation, enrichment, or on basic literacy. Special techniques, such as use of a tachistoscope or learning from commercial methods, are among the ways in which the purposes of such programs are affected.

**Allen, M. Robert.** "Adult-Reading Improvement at an Army Service School," *School and Society,* 74 (August 4, 1951) 72-76.

Reports the results of 19 hours of group training in reading improvement, given to each of four groups of students in the quartermaster school at Fort Lee, Va., to secure evidence of the value of training for adults when given under severe time and facility limitations.

**Andrews, Wade.** "Junior College Reading Programs: Goals and Techniques," *Exploring the Goals of College Reading Programs,* Oscar S. Causey, Ed. The Southwest Reading Conference for Colleges and Universities Yearbook, 5 (1955) 110-14.

Summarizes questionnaire returns from 21 junior colleges (42 inquiries mailed) that had reported reading improvement programs during 1953-54, under the headings: equipment and other materials used, general procedures and types of work required, and combinations of equipment and procedures.

**Barbe, Walter B.** "The Effectiveness of Work in Remedial Reading at the College Level," *Journal of Educational Psychology,* 43 (April 1952) 229-37.

Reports the findings of an experiment involving 50 college students to determine the improvement in reading, the permanency of any gains made, and the possible effects of improvement on the subjects' grades as the result of 12 weeks of remedial training.

**Bennett, A. L.** "Two Experimental Groups in Reading," *College English,* 15 (January 1954) 233-35.

Compares the performance of three groups of college freshmen on the Triggs Diagnostic Survey Test after a semester of instruction during which one group

enjoyed free reading, one group practiced making summaries, writing outlines and vocabulary drill, and one group emphasized getting the meaning and "getting the main point."

**Berg, Paul Conrad.** "Methods and Materials in College and Adult Reading Programs," *College-Adult Reading Instruction,* 27-42. Perspectives in Reading No. 1. (Newark, Delaware: International Reading Association, 1964.)

Reviews research on methods of instruction and materials used in college and adult reading programs.

**Bernard, Mary J.** "Homogeneous Grouping for Reading Instruction: Upper Grade Rooms Divided for Reading Lessons," *The Chicago Schools Journal,* 40 (December 1958) 135-39.

Reports the results of a year of reading instruction given to nine classes which had been classified into homogeneous groups on the basis of the Chicago Reading Test.

**Bishop, Carol H.** "Transfer Effects of Word and Letter Training in Reading," *Journal of Verbal Learning and Verbal Behavior,* 3 (June 1964) 215-21.

Presents a study in which two groups each of 20 college students were taught 12 Arabic characters, one group learning only the grapheme-phoneme correspondence while the other learned whole words composed of these sounds, with a third group used as a control and reports that time for learning was constant and the ability of each of the three groups to pronounce new Arabic words using the same sounds and symbols was the criterion for transfer.

**Bloomer, Richard H.** "The Effects of a College Reading Program on a Random Sample of Education Freshmen," *Journal of Developmental Reading,* 5 (Winter 1962) 110-18.

Assesses the relationship between improvement in reading ability and academic achievement of 80 randomly selected college freshmen divided between a control and an experimental group, and examines ways a college reading program affects those students.

**Brim, Burl J.** "Impact of a Reading Improvement Program," *The Journal of Educational Research,* 62 (December 1968) 177-82.

Studies the effect of a 26-hour experimental reading program on 12 groups of United States Air Force personnel and reports mean gains for words read per minute, for percent of words comprehended per minute, and for total words read and comprehended per minute.

**Brown, Don A.** "Educational Characteristics of Adult Illiterates: A Preliminary Report," *New Frontiers in College-Adult Reading*, George B. Schick and Merrill M. May, Eds. The National Reading Conference Yearbook, 15 (1966) 58-68.

Investigates the characteristics of 28 Negroes attending core city basic education classes; discusses interview, performance task, and standardized test data; and makes a review of related research.

**Brown, Don A. and Newman, Anabel.** "Attitudes of Adult Illiterates Toward Reading Materials and Educational Programs," *Multidisciplinary Aspects of College-Adult Reading*, George B. Schick and Merrill M. May, Eds. The National Reading Conference Yearbook, 17 (1968) 167-80.

Analyzes the attitudinal response patterns of 18 achievers and 22 nonachievers given 200 hours of instruction in adult basic education classes.

**Brown, James I.** "The Importance of Structured Outside Assignments," *College and Adult Reading*, 2 (June 1963) 67-89.

Reports results of a college freshman communication program and examines rate, comprehension, and vocabulary scores for experimental (reading emphasis) and control groups over several years.

**Christensen, C. M. and Stordahl, K. E.** "The Effect of Organizational Aids on Comprehension and Retention," *Journal of Educational Psychology*, 46 (February 1955) 65-74.

Compares the results of comprehension tests given to air force trainees following the reading of two articles which had been revised to include six organizational aids, presented in 36 combinations, to determine the influence of these aids on comprehension, immediately and 6 days later.

**Colvin, Charles R.** "A Reading Program that Failed–Or Did It? *Journal of Reading*, 12 (November 1968) 142-46.

Investigates and compares the effects of a reading-study skills course and exposure to college life on the grade point average of 76 experimental and 52 control freshman having low entrance scores.

**Cosper, Russell and Mills, Barriss.** "Developmental Reading at Purdue," *Journal of Higher Education*, 24 (May 1953) 258-62.

Describes the methods used, the results obtained, and the lessons taught, as a result of effort to increase the reading efficiency of students registered in a developmental reading course.

**Craig, Margaret L.** "The Effectiveness of Group Guidance on Reading Improvement of Junior College Freshmen," *Junior College and Adult Reading Programs: Expanding Fields,* George B. Schick and Merrill M. May, Eds. The National Reading Conference Yearbook, 16 (1967) 195-200.

Examines changes in reading ability, dominant interests, personality, and self-concept of 18 experimental and 18 control college freshman students.

**Foxe, Esther K.** "An Experimental Investigation of the Effectiveness of a Brief Study Skills Program for Freshman College Chemistry Students," *Proceedings of the College Reading Association,* C. A. Ketcham, Ed., 7 (1966) 19-24.

Investigates the effectiveness of a study skills program for freshmen college chemistry students.

**Freeburne, Cecil Max.** "The Influence of Training in Perceptual Span and Perceptual Speed upon Reading Ability," *Journal of Educational Psychology,* 40 (October 1949) 321-52.

Presents the results of a controlled study using college freshmen in six remedial classes to determine the relationships among perceptual speed, perceptual span and reading ability, and the effect upon reading performance of training in perceptual span and perceptual speed.

**Freeburne, Cecil M. and Fleischer, Murray S.** "The Effect of Music Distraction upon Reading Rate and Comprehension," *Journal of Educational Psychology,* 43 (February 1952) 101-09.

Summarizes the results of an experiment involving 208 students in introductory psychology classes, organized into one control and four experimental groups, to test the influence upon reading rate and reading comprehension of four types of nonvocal music and, also, the influence of intelligence upon these relationships.

**Freer, Imogene.** "A Study of the Effect of a College Reading Program upon Grade-Point Averages in Odessa College, Odessa, Texas," *College and Adult Reading,* D. M. Wark, Ed. The North Central Reading Association Yearbook, 5 (1968) 173-81.

Compares the freshman grade point average of 40 matched pairs to determine the effectiveness of a college developmental reading program.

**George, Clay E.** "An Evaluation of Selected Methods of Using Reading Pacers," *Evaluating College Reading Programs,* Oscar S. Causey and Albert J. Kingston, Eds. The Southwest Reading Conference for Colleges and Universities Yearbook, 4 (1955) 39-42.

Reports the results of remedial training given to 200 students through the use of reading pacers or accelerators when varying sets of instructions were given to the students of different sections.

**Hafner, Lawrence E.** "Improving Grade Point Averages Through Reading-Study Skills Instruction," *New Frontiers in College-Adult Reading,* George B. Schick and Merrill M. May, Eds. The National Reading Conference Yearbook, 15 (1966) 46-57.

Uses 35 experimental and 35 control subjects to determine the effect of a college reading-study skills program on reading achievement and on grade-point average.

**Johnson, Granville B.** "A Comparison of Two Techniques for the Improvement of Reading Skills at the College Level," *Journal of Educational Research,* 46 (November 1952) 193-205.

Compares the effects on the reading efficiency of college freshman of two teaching procedures: (a) drill on reading skills, supplemented by discussions of the psychology of learning with particular application to study skills, and (b) group psychotherapy with emphasis on reading only as a part of the study of the psychology of learning.

**Johnson, J. C.** "Relationships Between Attitudes Reflected in Thematic Content and Recalled Comprehension," *The Reading Teacher,* 22 (December 1968) 276-77.

Examines data from an attitude inventory for readers in grades 4 through 6 and relates these to literal and interpretive comprehension question answers and to six personal variables by covariance techniques.

**Jones, Ernest A.** "A Small College Reading Program," *Techniques and Procedures in College and Adult Reading Programs,* Oscar S. Causey, Ed. The Southwest Reading Conference for Colleges and Universities Yearbook, 6 (1957) 7-15.

Describes the methods used and the gains made by 98 college students as a result of one semester of training.

**Kelly, Inga K. and Mech, Dorothy.** "The Relationship Between College Reading Laboratory Experience and Gains in College Grade Point Average," *Journal of the Reading Specialist*, 7 (December 1967) 50-54.

Compares the cumulative grade-point averages after three semesters for 23 freshmen who completed a reading laboratory course and a matched group of 23 who did not enroll in the reading course.

**Kingston, Albert J. and George, Clay E.** "The Effectiveness of Reading Training at the College Level," *Journal of Educational Research,* 48 (February 1955) 467-71.

Compares the subsequent grade-point averages of 179 male students who participated in a remedial reading program during the freshman year with those of 274 students who did not participate to determine the effectiveness of the program.

**Kinne, Ernest W.** "Reading Improvements for Adults," *College English,* 15 (January 1954) 222-28.

Reports results of a reading improvement program among adults and includes comparisons of the adult groups with college undergraduates in respect to pretraining and post-training scores in both speed and comprehension.

**Kress, Roy A.** "Identifying the Reading Difficulties of the College-Bound Student," *Vistas in Reading,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 11, Part 1 (1966) 257-61.

Examines some methods of identifying and helping the underachieving reader who plans for college admission: screening techniques, diagnostic techniques, and better pupil-teacher contact.

**Laffey, James L.** "Effect of a Short Term Summer Reading and Study Skills Course on College Bound Disadvantaged Students," *Multidisciplinary Aspects of College-Adult Reading,* George B. Schick and Merrill M. Mays, Eds. The National Reading Conference Yearbook, 17 (1968) 142-48.

Reports results of nine pre-post-formal and informal evaluative measures for 17 high school students enrolled in a 6-week program of 13 2-hour sessions and explains program, materials, and testing techniques.

**Laffitte, Rondeau G., Jr.** "Analysis of Increased Rate of Reading of College Students," *Journal of Developmental Reading,* 7 (Spring 1964) 165-74.

Assesses relative gains in rate and comprehension by standardized tests given at the beginning of training and 1 and 2 months after of 56 college freshmen, who were divided into three equated groups, one of which received skimming practice only, another of which had perceptual training and mechanically paced reading, and the third of which combined the treatments.

**Lewis, Norman.** "An Investigation into Comparable Results Obtained from Two Methods of Increasing Reading Speed among Adults," *College English,* 11 (December 1949) 152-56.

Compares the relative merits of two methods of improving speed of reading among 27 adults, the one method aiming to improve eye movements through mechanical techniques and the other to improve comprehension.

**Liddle, William.** "Results of Experimentation on the Wood Reading Technique," *The College Reading Association Proceedings,* 13-15. (Easton, Pennsylvania: College Reading Association, 1962.)

Measures differences in rate and comprehension of fiction and nonfiction that resulted from a 12-week course in the Dynamic Reading Method for 25 college students and compares them with scores of 25 controls.

**Manolakes, George.** "The Effect of Tachistoscope Training in an Adult Reading Program," *Journal of Applied Psychology,* 36 (December 1952) 410-12.

Compares the progress in reading made by two groups of Marine Corps officers as a result of 18 25-minute sessions in which the experimental group substituted extended training in vocabulary and comprehension skills for tachistoscopic training given to the control group.

**Martens, Mary.** "The Role of a Pacer in Improving Comprehension," *Journal of Developmental Reading,* 4 (Winter 1961) 135-39.

Examines a study in which two matched groups of girls in grades 7 to 9 were given similar instruction, except that one used a pacer.

**Maxwell, Martha J. and Horn, Arthur.** "A Comparison of Two Methods for Increasing Reading Speed with the Reading Accelerator," *Journal of the Reading Specialist,* 3 (March 1966) 113-16.

Compares reading rate scores for a control and two experimental groups, totaling 12 college students, before and after the experimental groups received eight practice sessions in increasing reading rate by either small or large increments in each session.

**Maxwell, Martha J. and Mueller, Arthur C.** "Relative Effectiveness of Techniques and Placebo Conditions in Changing Reading Rates," *Journal of Reading,* 11 (December 1967) 184-91.

Compares reading rate, comprehension, and attitude for three groups of college students (40 subjects in each group).

**Mayhew, Jean B. and Weaver, Carl H.** "Four Methods of Teaching Reading Improvement at the College Level," *Journal of Developmental Reading,* 3 (Winter 1960) 75-83.

Compares the gains in reading skills by 96 beginning students in regularly scheduled classes under four different methods of teaching.

**McDonald, Arthur S. and Pauk, Walter J.** "Teaching College Freshmen to Read," *Phi Delta Kappan,* 38 (December 1956) 104-09.

Discusses the methods and rationale of a vocabulary development program for college freshmen and compares its influence on reading achievement, grade-point average attained during one, two, and three semesters through comparisons of experimental and control groups.

**McGinnis, Dorothy J.** "A Reading Laboratory at the College Level," *Journal of Higher Education,* 22 (February 1951) 98-101.

Compares scores on reading and intelligence tests at the beginning and end of a training period of an experimental group registered in the reading laboratory of Western Michigan College with two other groups matched as far as possible in respect to age, sex, intelligence, academic training, and ability in reading.

**McMillan, John W., Jr.** "Reading Improvement in Business," *Exploring the Goals of College Reading Programs,* Oscar S. Causey, Ed. The Southwest Reading Conference for Colleges and Universities Yearbook, 5 (1955) 82-84.

Reports the results of a reading improvement program among three groups of businessmen, totaling 55, and the percentage of improvement retained a year after the completion of the course.

**Neidt, Charles O.** "Use of Videotaped Instructional Television for Teaching Study Skills in a University Setting," *Audio-Visual Communication Review,* 15 (Fall 1967) 269-84.

Investigates the effectiveness of 10 30-minute videotaped lectures comprising a study skills course which was offered to eight groups of students including 442 undergraduates and 101 high school students.

**Nikas, George Bill.** "A Study of Teacher-Oriented Versus Machine-Oriented Developmental Reading Classes at the College Level," *Journal of Reading,* 8 (January 1965) 214-16.

Reports an investigation of an experimental and control group of 18 college students to determine the difference in effectiveness in reading instruction between teacher-oriented activities and a machine-oriented program involving the perceptoscope.

**Portman, Lisa.** "A Reading Course for Labor Unions," *Journal of Reading,* 10 (October 1966) 29-32.

Describes reading classes emphasizing reading rate improvement for labor union

leaders (mean age 49.6 years) which meet two or three times weekly for 3 weeks.

**Rankin, Earl F., Jr.; Greenmun, Renny; and Tracy, R. C.** "Factors Related to Student Evaluations of a College Reading Course," *Journal of Reading,* 9 (October 1965) 10-15.

Correlates the responses of 479 college students to a questionnaire evaluating a reading improvement course with their reading improvement in the course and computes correlations between the responses of 73 students on the same questionnaire and their evaluation of their teachers.

**Raygor, Alton L. and Summers, Edward G.** "A Comparison of Two Methods of Teaching Reading Comprehension to High School and College Students," *New Developments in Programs and Procedures for College-Adult Reading,* Ralph C. Staiger and Culbreth Y. Melton, Eds. The National Reading Conference Yearbook, 12 (1963) 118-23.

Compares pretest and post-test scores of eleventh graders and college students, divided into experimental and control groups, who were given 3 hours of instruction in selecting the main idea by two methods, programed materials and Science Research Associates Power Builders section of the College Preparatory Reading Laboratory.

**Raygor, Alton L. and Wark, David M.** "An Evaluation of Programmed Learning in Teaching Reading Comprehension," *Problems, Programs and Projects in College-Adult Reading,* Emery P. Bliesmer and Ralph C. Staiger, Eds. The National Reading Conference Yearbook, 11 (1962) 68-72.

Makes a preliminary comparison of the effectiveness of a strong and a weak program to teach the identification of main ideas, using controls from the regular instructional program of previous years with each of the three groups composed of 28 college students.

**Reynolds, Richard J.; Palmatier, Robert A.; and Ulmer, Curtis.** "Effect of Mode of Input on Ideational Fluency in Adult Literacy Training Groups," *Journal of Reading Behavior,* 1 (Spring 1969) 53-63.

Presents 20 stimulus words in seven different modes to 140 deprived adult male and female Negroes.

**Robinson, H. A.** "A Note on the Evaluation of College Remedial Reading Courses," *Journal of Educational Psychology,* 41 (February 1950) 83-96.

Points out significant shortcomings with respect to the validation of techniques used in many studies of remedial training at the college levels and reports an

appraisal of remedial training in Yale University in terms of student attitude toward a remedial course and its effect on academic performance.

**Ryan, T. Antoinette.** "Reinforcement Counseling with Small Groups in Modifying Study Behavior of College Students," *The College Reading Association Proceedings,* 7 (1966) 15-19.

Compares scores on a study habits inventory and grade-point averages for 160 undergraduates involved in group sessions of reinforcement counseling to increase effective study behaviors.

**Spache, George; Standlee, Lloyd; and Neville, Donald.** "Results of Three College Level Remedial Reading Procedures," *Journal of Developmental Reading,* 4 (Autumn 1960) 12-16.

Makes a comparison of the results of the following three remedial reading procedures: a class centered around a reading workbook, a class centered around an audio-visual instrument, and individualized self-improvement.

**Staton, Thomas F. and Maize, Ray C.** "A Voluntary Reading-Improvement Program for Air Force Officers," *School and Society,* 76 (July 19, 1952) 42-44.

Describes the methods used and the results attained in the case of 1,832 officers through training in the reading of digits, letters, words, and continuous text, provided during 20 50-minute periods involving wide use of a reading-rate controller.

**Stone, David R.** "Speed of Idea Collecting in University Study Reading," *Journal of Developmental Reading,* 5 (Spring 1962) 149-56.

Determines the effect of 62 college students being taught different perceptual modes through four speeds: (1) regular, (2) "pressure," (3) "idea collecting" for articles of 900 words, and (4) "idea collecting" for regular text.

**Stordahl, Kalmer E. and Christensen, Clifford M.** "The Effect of Study Techniques on Comprehension and Retention," *Journal of Educational Research,* 49 (April 1956) 561-70.

Reports the results of a controlled experiment with Air Force trainees to determine if the use of such techniques as underlining, outlining, and summarizing while studying are more effective in promoting comprehension and retention than merely reading and rereading.

**Subramaniam, V. N.** "An Experimental Investigation on Improved Speed of Reading," *Dr. Alagappa Training College Journal of Education* (Karaikudi, South India), 2 (March 1954) 26-37.

Reports the results of an experimental effort to improve speed of reading English in the case of 38 high school pupils who were given directed practice in rapid reading without the use of any apparatus for 10 minutes daily for 24 days.

**Taschow, Horst.** "Short-Term and Long-Term Corrective Reading in College," *Reading Improvement,* 5 (Winter 1968) 54-56, 68.

Compares the amount of immediate and maintained reading improvement of two groups of college freshmen enrolled in either a 10-weeks' intensive corrective reading course or a 20-weeks' less intensive course.

**Thompson, Warren Craig.** "A Book-Centered Course Versus a Machine-Centered Course in Adult Reading Improvement," *Journal of Educational Research,* 49 (February 1956) 437-45.

Reports the results of a study of the relative effectiveness of the two plans as a result of a 7-weeks' course repeated three times in which 438 officers participated.

**Wedeen, Shirley Ullman.** "Mechanical Versus Non-Mechanical Reading Techniques for College Freshmen," *School and Society,* 79 (April 17, 1954) 121-23.

Reports the results of a controlled experiment including 150 Brooklyn College freshmen to determine the relative advantage of training given in reading through the use of the reading rate controller and without the use of any mechanical device.

**Wendel, Egon O.** "An Experiment in the Improvement of College Reading and Study Skills," *The College Reading Association Proceedings,* C. A. Ketcham, Ed., 6 (1965) 107-11.

Compares post-instruction scores on a reading comprehension test and grade-point averages for 22 students in an experimental group and 20 in a control group.

**Westfall, Alfred.** "Can College Students Expand Their Recognition Vocabularies?" *School and Society,* 73 (January 13, 1951) 25-28.

Describes the methods used and the improvement resulting from efforts during six quarters to increase the recognition vocabularies of students in Colorado A and M college.

**Wilson, Grace E. and Leavell, Ullin W.** "An Experiment with Accelerator Training," *Peabody Journal of Education,* 34 (July 1956) 9-18.

Presents an analysis of the results of an experiment involving 270 tenth-grade pupils in 12 classes divided into six groups which received the following training: accelerator, tachistoscopic, both accelerator and tachistoscopic, direct approach to reading other than mechanical devices, "a guided free reading program," and the prescribed course of study.

**Witty, Paul; Stolars, Theodore; and Cooper, William.** "Some Results of a Remedial Reading Program for College Students," *School and Society,* 76 (December 13, 1952) 376-80.

Discusses reading retardation among college students, the procedure used at Northwestern University to identify students in need of help, the remedial program adopted, and the results attained.

**Yarington, David J.** "Some Second Thoughts on Teaching Speed and Flexibility to College Freshmen," *Professional Variety in Reading,* C. A. Ketcham, Ed. The College Reading Association Proceedings, 8 (1967) 8-12.

Analyzes data gathered on reading chart forms completed by 1,060 male resident freshmen with 38 to 136 responding each week for 14 weeks.

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